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TIMES PAST — THE TIMES

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Mr Ball's body

The most important fact about the interim national body is that it is the only national body that we have got. All the earlier proposals – from the recommendations of the Oakes report, through the Select Committee's ~~committee for colleges~~ and polytechnics, to the Council of Local Education Authorities' "Model A" and the Department of Education and Science's "Model B" – have stuck at the paper stage. The latest plan is at least being put into practice. Last Friday Mr Waldegrave announced that the chairman of the local authority higher education board, the second tier that is designed to be the "efficient" part of the national body's constitution, is to be Mr Christopher Ball, warden of Keble College, Oxford. Other members are being appointed by the organizations which are to have representatives on the board. Despite considerable misgiving among polytechnic directors, college principals, and even the validating bodies, no one so far has decided to boycott the board. So it appears that in the new year a national body will actually be at work, a significant achievement after so many false starts and dead-ends.

Of course there are some who argue that this is no achievement at all. They regard the plan for an interim national body as so deeply flawed as to be worse than useless. In their eyes the two-tier national body appears as little more than a grotesquely expanded regional advisory council with a vague and illogical brief and dominated by a myopic local authority interest. They fear that such a misconceived body can do little to create order out of the present financial chaos but will act as a formidable obstacle to a sensible long-term settlement of the political, managerial, and financial problems of the polytechnics and colleges.

Such critics must be very clear about what they are saying. They are saying that the existence and operation of such a national body would actually produce worse results for the non-university sector of higher education than if no national body existed at all. They are simply deluding themselves if they believe that by taking a particularly intransigent line on the interim national body they can encourage the Government to resurrect "Model B", a polytechnic and college grants committee. There is no possibility of such a committee being established before the next general election and not much more afterwards.

So these intransigent critics must expect their words to be taken, and to take their own words, literally not rhetorically. When they announce that the interim national body is worse than useless that is what they must mean to say. More moderate critics of the Government's proposal will find such a stark view difficult to accept. The establishment of the Oakes committee more than four years ago demonstrated that clear, then the need, for greater national coordination of the polytechnic and college sector was seen as an urgent priority. All subsequent events, in particular the capping of the advanced further education pool, have conspired to increase the urgency of such coordination. The performance of the Stephen Jones group has shown that, even within the excessively narrow context of comparative unit costs, the allocation of diminishing resources on an even vaguely defensible basis is almost impossible unless a national body exists to provide a national dimension. All these problems and pressures will intensify over the next two years as the system has to contract still more sharply to keep pace with the cuts in public expenditure.

It is difficult to believe that the interim national body, any national body, will not be a positive influence on these depressing circumstances. After all, the two-tier structure of "dignified" committee and "efficient" board supplemented by a third level of sub-committees for particular subjects and areas of study does provide a better, and more public, forum than the Department of Education and Science itself. For at present the department is the only agency that can even attempt national coordination of the college and polytechnic sector and there is no clear guarantee that the department's priorities, however tentative or uninformed, will actually be supported by the relevant local authorities.

At least the interim national body will be able to achieve two things. It will be able to make the process of national coordination more public, a not negligible advantage at a time when it is becoming more and more difficult to win consent for tough decisions, as the recent experience of the universities has shown. It will also make it more likely that such decisions as are made about coordination and priorities can be made to stick, because the DES, local authorities, trade unions, and institutions themselves will have been partners in their formulation, rather than separate links in a chaotic chain of uncoordinated and even contradictory decisions.

Critics of the interim national body have concentrated much of their attention on the composition of the board. They have argued that there are too many officials, whether from the DES side or the local authorities, and too few representatives from the institutions themselves and from validating bodies, only the most token representation of industry, and no representation at all of the professions. By and large this criticism is fair. There probably are too many civil servants and local authority officers on the board, especially when the fact that the first-tier committee is exclusively made up of local authority members is given proper weight. There is a strong case for allowing the institutions themselves more representatives – the Standing Conference of college of higher education principals surely deserves its own representative – and there is an equally strong case for a more substantial representation of the validating bodies.

However, although the criticism of skewed representation is fair, the conclusion that many critics draw from it has less substance. This is that the board as constituted will be unable to provide an adequate academic dimension to the work of the interim national body. Such a conclusion ignores three important facts. First, the institutional and validating body representatives on the board are far more likely to make the running as the most active participants than the DES and local authority representatives who will probably on as the passive guardians of their masters' interests. Secondly, there never was any hope that the national body could be established as a peer group of academics on the original UGC pattern. Nor could that be the intention for a body to regulate that sector of higher education which represents the "service" tradition. Even if this had been the hope or the intention, it would have been no more appropriate to allow directors, principals, officials of validating bodies, and teacher trade union representatives to represent the "academic interest" than it would be to stuff the UGC with vice chancellors and delegates from the AUT.

Thirdly, the person of the chairman is a substantial guarantee that the academic dimension will not be ignored by the board. One can understand the momentary hesitation and even disappointment of many people in colleges and polytechnics when they heard that the chairman of the board was to be the head of an Oxford College. But on reflection the appointment of Mr Ball appears sound policy. Not only has he a distinguished record of service and commitment to the non-university sector (and even been known in unguarded moments to suggest that perhaps Oxford would benefit from CNAA validation!), but his background and stature will help to ensure that the board does not get bogged down in bureaucratic and myopic preoccupations but will always consider the broader educational and academic issues at stake.

No one, not even the designers of the interim national body, is pretending that it is a perfect instrument. But it is a start, and not such a bad start as the more intransigent critics of the plan are suggesting. There is a lot wrong with the composition of the board, and a lot to be learnt about how the interim national body can in practice guide the development of polytechnics and colleges. But as the DES, local authorities, and institutions themselves come to have greater confidence in the new machinery the composition of the board can be readjusted in the light of experience. As for the effectiveness of the interim body, it is naive to imagine that any new arrangement (including a college and polytechnic grants committee) can be made to work well so long as the Government continues its present destructive policy of public disinvestment. The UGC with all its authority and tradition is finding it difficult to cope, so too much should not be expected of the committee and board for local authority higher education. But they are a start, and not such a bad one.

Indeed, Mr Waldegrave's plan has considerable potential. It represents a pragmatic and evolutionary approach to the tangled issues of non-university higher education, far preferable to the ideological and revolutionary approach embodied in "Model B" of the Green Paper. It is, of course, the only available approach under present and likely future political circumstances. For both reasons the new interim national body should be given a fair try.

Of course, those who are determined to take the polytechnics and less certainly the colleges along an entirely different road cannot be expected to welcome the new proposal. Those who believe that higher education is too important and too national to be left, even partially, in the hands of local authorities will only see in the interim national body a new obstacle blocking the way to the creation of a more rational and more centralized system. Having had their expectations of a final escape from the gravity of local government so dizzily raised by Mr Carlisle's nationalization plan and later by "Model B", they find the committee and board for local authority higher education a bitter pill indeed.

Yet among those – like *The THES* – who believe that the virtue of the binary policy and the glory of the polytechnics and colleges lie in their open frontier with the rest of education, who believe that British higher education is so narrow in scope and limited in its popular appeal precisely because of its traditional segregation from the rest of education, the new interim body is a welcome policy. It offers scope for very necessary national coordination while keeping the vital frontier open. It strikes a good balance between efficiency and diversity. It is a good base on which to start to build a balanced constitution for local authority higher education.

Laurie Taylor

Enjoyed your turkey, Roger?

Oh yes, mother. Splendid. And lovely stuffing.

Nice and moist. Hasn't got dried out like last year.

No, quite. Very moist. Just right in fact.

Roger?

Yes, mother.

Are you still getting on well at the university?

Oh yes. I've been chairman of graduate studies this year, you know.

And you're not going to be one of those in voluntary redundancies?

Oh good heavens no. It did look as though we might lose a couple of our chaps – you know, on the basis of everyone taking their share of the cuts – in fact we actually voted for everyone to take their share – but when it came down to it and the VC more or less concentrated on education and linguistics – then somehow it seemed the simplest way to resolve it all. Anyway that's all in the past. Mind if I have more sprouts?

But when will you get that better job that you used to talk about – what did you call it? CL was it?

No, no, mother. SL. Senior lecturer.

Well when will you get it. No, no more for me. Pass them to your father. When will you get it?

It's a little difficult to say. You see promotions are in rather short supply at the moment. In fact . . . erm . . . there aren't any. None at all.

But what about your books and articles?

Oh those.

The ones you used to send home to us. We've kept them all, you know. But we haven't had anything this year.

No. I've rather stopped writing for the moment. It's all a bit . . . erm . . .

And what about your year in America? When is that coming off?

Erm . . . that's also a little difficult at the moment. There really aren't quite so many openings."

Because you were going to go away as a visiting professor weren't you – go to America – and then apply for a professor's job here when you wanted to come back. Perhaps set up your own department?

That was the plan, yes. It's . . . erm . . . sort of a bit more complicated now.

In what way?

Well.

Roger?

Yes mother.

Give your granny a nudge or she'll be asleep before the Queen's speech. Yes? Go on.

Well, mother. I may as well speak frankly. It looks as though I will have to stay in exactly the same place and with exactly the same status and salary as the same colleagues for the rest of my working life. It's no use my more asking your little boy how he's getting on, because from now on like everyone else in the whole damn system he won't so much be getting on as standing still. That's how it is. I thought you may as well know. I'm sorry. Oh god . . . I'm sorry.

There, there my little Rodgie Podgie. Don't you worry about anything. Naughty old university. Naughty old vice-chancellor.

Naughty, Naughty UGC

Yes. Now you dry your eyes and mummy's going to give you an extra little helping or brandy butter to make you better. Big boy again?

Big boy, mummy, big boy again.

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ILEA chiefs urge Adamson to resign

by Charlotte Barry

Dr Colin Adamson, rector of the Polytechnic of Central London, was urged to resign at a meeting with senior inner London Education Authority councillors last Friday.

Dr Adamson, accompanied by Mr F Walter Oakley, chairman of the polytechnic's court, had met Mr Neil Fletcher, chairman of the ILEA's further and higher education subcommittee, to discuss the continuing financial difficulties faced by PCL.

In the course of the meeting he was told that it would be in the best interests of the polytechnic if he were to resign or to retire early. Dr Adamson was abroad this week and not available for comment, and Mr Oakley refused to speak in the absence of the rector.

The two sides met to thrash out ways of eradicating the polytechnic's £500,000 deficit and discuss the preliminary findings of the team of auditors sent in to examine the polytechnic's books six weeks ago.

During the two hour meeting at County Hall Mr Fletcher told them that Dr Adamson could help solve the polytechnic's problems by resigning immediately or taking early retirement. This would also avoid the prospect of a "public brawl" between PCL and ILEA.

He emphasised that unless the governing body made changes in the top management the authority would refuse to help clear its £500,000 deficit. He added that the reoovery plan was unacceptable as it did not provide the governing body with sufficient information on which to base decisions.

Mr Fletcher told Mr Oakley to call an urgent meeting of the court of governors to discuss his recommendations and make arrangements to draw up an alternative recovery plan.

The audit team's preliminary report is understood to throw doubt on the rector's accountability to the governing body. It appears that no formal report on the polytechnic's financial problem was put to the governors after the rector informed them in April that a cash crisis was looming until the ILEA intervened in November.

Dr Adamson: gone abroad

This concern is further highlighted in the £60,000 overspent on library rehabilitation, which the governors were never asked to approve. It is understood that although the bulk of the cost came from the sale of a lease on another building, the short-fall came out of the part-time teaching budget.

The audit team is still trying to work out how the polytechnic seemed to underspend on part-time time teaching hours last year while staff complained bitterly of the shortage of part-time support.

The authority is also dissatisfied with the £30,000 deficit in the short course unit which Dr Adamson's recovery plan aimed to turn into a £25,000 profit halfway through the financial year.

Another concern is the £200,000 spent on temporary agency staff which was not budgeted for, and which contradicts Dr Adamson's proposal to save money by getting rid of 19 non-academic posts.

The audit team is also unhappy with the system of accounting used for the international services project which PCL's own auditors recently criticised as "clearly inadequate" and said should not be allowed to continue.

Sir Keith hands out extra £50m

by John O'Leary

The Government is to establish immediately a restructuring fund of £50m to help universities cope with earlier cuts. Sir Keith Joseph, Secretary of State for Education and Science, announced this week.

This extra money will be made available to universities through the University Grants Committee in 1982/83. A further sum will be allocated for the following year. A number of conditions are likely to be attached to the use of the money to prevent it being used simply to supplement universities' recurrent grant.

The Government also expects that the UGC will hold back some of the normal grant as a contingency fund, as the committee did with £20m this year. Adding up these various amounts means that the universities will have available a sum of about £100m over the next two years to ensure a more orderly rundown of the system.

The universities will also receive an extra £16m this year as compensation for unexpectedly high rates and general inflation. "This takes into account both changes in costs and some redeployment of resources within the universities' vote," Sir Keith said in the House of Commons.

In the public sector, he said, a final quantum of £539m for the advanced further education pool would require a reduction of 2,000 lecturers in each of the next two years, as well as corresponding cuts in non-teaching costs.

Although he said that the major part of the necessary economies should come from polytechnics and institutions with the highest unit costs, the colleges of higher education which will bear the brunt. Details of the distribution of the pool were delayed when the cooling system froze in the DES computer.

Sir Keith said at a press conference later that higher education, together with the school meals service, would take the major share of cuts in the education service in order to keep the overall figure to one per cent.

"We have not sought to exempt the whole of the public education service from some constraint but we have tried to establish some priorities so, as nearly as possible, to exempt some parts," he added. "This had meant we identified the higher education sectors, which have had an almost uninterrupted expansion over the last 20-25 years, as being able to absorb, albeit with pain, some limited restraint."

The science budget for 1982-3 will be £477.9m, which was said to maintain this year's level of spending.

The Committee of Vice Chancellors and Principals said the statement revealed "the Government's dismal persistence in running down the higher education system with all its pernicious consequences."

Complaints report is hushed up

by Olga Wojtas
Scottish Correspondent

Glasgow University has refused to publish the findings of a committee investigating allegations made by former social work students about their diploma course, while admitting that the students had some grounds for complaint.

After they left the university last session, the students produced a document claiming that their two-year course had been intolerable and irrelevant, and accusing staff of discrimination and professional negligence.

A three-man committee headed by Professor Archibald Duncan, Glasgow's Clerk of Senate, was set up to investigate the allegations but it has been decided not to release the committee's report generally. It has been seen only by the senate business committee, the social administration department and the central council on the education and training of social workers.

The university has produced a three-sentence statement which says the committee of enquiry concluded that while the complaints has some grounds, they did not justify the serious general allegations against the course and the staff.

However, *The THES* has found that various suggestions for improvement have been made by the committee to the department, and that several of these have already been implemented.

The proposals are fairly innocuous compared with the seriousness of the students' charges, and seem primarily concerned to emphasize a gap between staff and students.

The department is warned to ensure that "the stages of decision" during assessment for the diploma "are kept in the hands of the examiners only, without revelation to the students, and that awards appear as a university pass list and in no way as part of a continuing discussion between staff and students."

Four given notice at London

by Ngaio Crequer
and Robin McKie

Compulsory redundancy notices have been issued to three academics and a technician at London University's institute of orthopaedics. And the threat of further compulsory redundancies being made at another London postgraduate medical centre – the institute of cancer research – was also raised this week by its director, Dr Robin Weiss.

The Association of University Teachers was briefing counsel this week with a view to seeking a restraining injunction at the institute of orthopaedics after the Christmas recess, in what could prove to be the first real battle with employers.

Last week at a meeting of the university senate, there was a move to defer recognition of the institute because of the redundancy notices. But it failed after senators said such a dicision could do serious harm to the institute, without helping anyone.

The institute, which is associated with the Royal National Orthopaedic Hospital in Stanmore, undertakes basic research into crippling diseases, trains scientists, doctors and surgeons in orthopaedics and provides pathology and other services to the hospital.

The notices, which expire at the end of January, are based on estimates for a financial deficit for 1981/2, drawn up in April, of £126,000.

But according to the AUT, the institute's revised figures, which the union received in October, show a shortfall of only £24,000, mainly through the large saving in salaries after a number of early retirements.

contd on page 3

Poland's students ask for help from the West

by a Special Correspondent

Representatives of Poland's newly-banned Independent Students' Association (NZS) have issued an appeal to "all students of the world and all people of goodwill" calling for protest, aid, and support in the face of the repressive measures imposed by General Jaruzelski's Military Council for National Salvation.

The text which has been issued simultaneously in London and Paris, was signed by seven NZS activists who happened to be in the west when the generals took over. It reads in part: "In Poland a military junta is waging war on society, murdering imprisoning and beating up all those who are fighting for human and civil rights and freedom.

"The right to a decent life was created a year ago by the independent, self-governing trade union *Solidarity*, the NZS and other independent organisations. The whole nation is a prisoner in its own country; the military junta is aiming at the spiritual extermination of the nation together with the school meals service, would take the major share of cuts in the education service in order to keep the overall figure to one per cent.

One of the signatories, Grzegorz Banecki, who is at present in London, earlier this month addressed the the National Union of Students' conference in Blackpool on behalf of NZS. He said at the weekend that although there was no firm news of the fate of the NZS leadership, hints from official bulletins and reports from returning tourists made it virtually certain that the entire leadership had been interned and might even have been deported to Czechoslovakia or the Soviet Union.

Other reports suggest that all participants in the Conference of University Rectors which, a few days before the military takeover, had backed the students' stand for academic autonomy, have been detained. All universities and schools are closed.

The Minister of Science, Higher Education and Technology, Dr Jerzy Nawrocki, has apparently been sacked. There have been missive numbers of arrests following strikes in the Academy of Sciences.

APT gets place

The Association of Polytechnic Teachers has been granted a seat on the Burham further education committee, it was announced this week.

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AUT Council

Still no joy on research staff policy

by David Jobbins

AUT leaders have failed once more in their attempts to draw up a long-term policy on future research staff.

Their latest effort was rejected by 109 votes to 100 after a lengthy debate which demonstrated how intractable the problem is. A similar policy was rejected by council two years ago.

The contentious aspects of the latest proposals were:

- that the research councils should transfer funds to the University Grants Committee to enable permanent employment to be given to a larger proportion of academic staffs;
- that it was to the benefit neither of universities nor of the employee for fixed-term contracts to extend beyond six years in all.

In its rejected policy, the executive expressed "grave concern" at the insecure position of researchers employed on a succession of fixed term contracts. But it effectively ruled out the concept of the professional researcher by declaring that all permanent academic staff accept essentially the same responsibilities though in different proportions throughout their careers and should enjoy the same conditions of service.

The executive demonstrated its opposition for a separate permanent career structure for staff occupied only in research. They indicated their opposition to motions calling for one to be established, and Mr Steve Ruhemann, for the executive, said it was a myth to suppose it was possible to create one which was in all respects equal to the structure for academic staff.

He said it was not possible politically to secure permanent appointments for full-time research staff from the word go.

"This would give the university a degree of control over research that the state and other funding bodies are simply not prepared to concede." The six-year limit – not mandatory in the AUT's proposals, he explained – was a concession the executive thought it had to make to achieve any progress.

There was considerable surprise at the timing of the executive's proposal that the UGC should receive funds now payable to the research councils.

Dr Ian Glendon (Aston) commented: "The way things stand at the moment, transferring funds to the UGC is an extremely dangerous thing to be suggesting." And Dr D. Dinsdale (Carshalton) said: "The UGC is the last organization on earth which should be given this responsibility."

Mr Mike Jones (Warwick) warned that if the AUT adopted the suggested policy it would have abdicated a fundamental trade union principle and failed to protect its members.

But Mrs Cathy Marsh (Cambridge) suggested it was Government strategy to separate research and teaching. "We have to get a policy which will unite everyone against this sort of logic."

AUT draws up battle plans

by Ngaio Crequer and David Jobbins

University teachers voted narrowly to seek urgent talks to secure a truly voluntary redundancy scheme in the face of the continuing financial crisis faced by their employers.

The winter council of the Association of University Teachers in Reading agreed that a joint meeting at national level with the employers should be called to consider a scheme – as long as it is open to all with no employers' veto on volunteers.

But they firmly reiterated their opposition to compulsory redundancies and also rejected work-sharing and covenanting of parts of salaries.

Council firmly backed the executive's plans for local and national direct action in the event of compulsory redundancies, and supported the view that the timing of sanctions up to and including strike action should remain in the executive's hands.

"We are only going to get one bite of this cherry and cannot afford to go off half-cock," Mr Ron Emmanuel from Glasgow and a member of the executive said.

There was concern however that the executive's plans for direct action spelled out clearly that an all-out indefinite strike was not considered effective or appropriate. This was referred back for further consideration by the executive.

National action specified by the executive and endorsed by council includes:

- A token one day stoppage;
- Total non-cooperation including a refusal to act as external examiner with affected institutions;
- Withholding of final examination marks either for a specified period or indefinitely;
- Non-admission of students;
- Disruption of University Grants Committee visits.

The sanctions would be triggered off by an emergency council meeting called by the executive when it felt national direct action was justified.

Dr Eiffor Jones (Bangor) agreed that sanctions might be needed in the last resort but felt it was wrong to put all the proposals "in the shop window" now.

His fears for the effect on students were echoed by Mr John Berridge (Dundee). He said: "A lot of people are going to feel extremely uneasy at putting some of the proposals into effect in their own universities. How can we engage students' and parents' sympathy and then pick on a group of students and refuse to mark their papers?"

Mr Laurie Sapper said that as institutions prepared their academic plans, the majority were tending to fall in line with the UGC recommendations. Senators and academic members of governing bodies had a key role to play.

"What has happened at Aston just shows that you can stand up against hawkish vice chancellors." He said the next eight to ten weeks were crucial and as a matter of priority, members should pressurise senates, either urging rejection of the academic plan or pressing for a declaration against compulsory redundancy.

"If you cannot persuade colleagues in your own institutions then all our actions calling on the support of others is so much a waste of breath. If we do bring things to a half in institutions this is one way to bring the Government to a re-think."

TUC totally opposed to Tebbit Bill

by Ngaio Crequer

Mr Alan Sapper, chairman of the Trades Union Congress, said it was totally committed to preventing the Government's proposed industrial legislation from becoming law.

Mr Sapper, who was the guest speaker at council, warned that the new proposals were "a recipe for total and absolute conflict. The TUC is absolutely committed to frustrate implementation of these enactments.

"That is something new for the TUC. It will be accused of taking political action, it will be accused of acting outside the law – and that has to be taken on board."

Mr Sapper said the proposals would turn a highly complex area of law into an impenetrable legal morass.

He said it was essential from the Government's point of view that the trade union movement was weakened, in order to maintain the cutbacks in public services, unemployment, and the poor economic position of the country.

He also said it was ironical that the cutbacks in education were occurring just when universities were opening their doors to more and more young people, to mature students and to more women. He asked whether this policy was being applied to the educational community because the Government was afraid that people would question the values of four million people employed and 44,000 people debarred from higher education.

He added that there was a clear indication that the cuts in university finance showed a desire to return to the elitism that existed before the Robbins report.

The brothers: Laurie Sapper (left), AUT general secretary, with Alan, TUC chairman and council's guest speaker.

Anger over pension delay

University lecturers, angered by delays in introducing a scheme to safeguard their pensions if they retire early through ill health, are to enlist the help of individual vice-chancellors if there is no progress by the end of January.

Council agreed that all vice-chancellors should be asked to express support immediate introduction of the scheme, which is to be financed by the academics themselves.

It carried a resolution declaring "totally unwarranted interference" by the University Grants Committee in impeding the scheme's introduction.

A major objection raised by the Civil Service Department is that it could be regarded as a precedent for other public service workers. The CSD is currently considering a draft letter from the AUT containing what it believes is a suitable formula to avoid this difficulty.

Call for aid to Poland

The AUT will ask the TUC to take whatever steps are needed to aid trade unionists and academics in Poland. Professor Bill Wallace (executive) said the TUC should try to ensure that Solidarity kept its rights as a free trade union. But he warned against provocation or suggestions as to what the political outcome of the crisis should be.

New officials

Two new regional officials are to be appointed by the AUT before the summer. The union already has one regional officer, Mr Brian Everett, who is based in Manchester. Council paved the way for the new appointments by putting the Manchester experiment on a permanent footing. One is likely to be based in Scotland, the other in London.

A louder voice

The AUT's council is to have a significant voice in the selection of a successor to the union's general secretary, Mr Laurie Sapper, who intends to retire in 18 months. Two council members will sit on the shall selection committee which will draw up a shortlist and on the session of the full executive when the candidates are interviewed. The executive's final choice will have to be ratified by council.

Part-time study

Against executive advice, council approved a Warwick and Dundee motion to initiate a study of the problems of part-time staff, particularly their inferior conditions, salaries, legal position and redundancy practice. Speakers stressed that part-time staff were a significant minority group, which had long been ignored, and they were also among the first to face and suffer the effect of the cuts. Members of the executive, although sympathetic, were concerned about the amount of time such a study would take, and whether it would hinder other priorities.

Democracy rules

Council approved a revised and updated policy document on the internal government of universities. Dr William Stephenson (executive) introducing it, said that the importance of democratic participation in universities was, at this moment, absolutely vital. The new elements of the document include a firmer commitment on student participation in university decision-making, and a more precise definition of reserved business, and a section outlining the function of the vice-chancellor.

Not welcome

The press (i.e. *The THES*) was banned from the council's final session on salaries policy. Dr Andrew Taylor, chairman of the salaries and grading committee, surprised his colleagues on the executive by suddenly proposing at the end of business the previous day that the press should be excluded "in the light of distortions".

Waiting for Doomsday

On the surface not much was achieved at last week's winter council meeting of the Association of University Teachers in Reading. Detailed decisions on the two most important issues facing the AUT, how precisely to respond to the first compulsory redundancies and next April's salary claim, were postponed to special council(s) in the spring. The vacuum was filled with a bad-tempered display of teasing the executive and expelling the press.

Yet just underneath the surface was the great fissure that runs right through the academic profession, the fault that divided the bourgeoisie of tenured teachers (predominantly male and middle-aged) and the proletariat of part-time teachers and contract-bound researchers (younger and more female?).

The AUT's centre of gravity still lies firmly in the first group. But the second group gets stronger council after council. For some reason, they seem to be stronger at winter than at summer councils. Perhaps researchers are too busy scrambling after their next contract in May to be able to afford two days off at the AUT.

Over the next ten years the association's centre of gravity could change as the tenured core shrinks and the periphery of insecure and temporary academic employment swells. As universities make no new permanent appointments and are forced instead to resort to short-term appointments, fixed contracts, and even "bought-in" teaching hours, the AUT could become gradually proletarianized.

It is not just the cuts that will have this effect. As one speaker in Reading last week pointed out, research is increasingly organized in the natural sciences and especially medicine around teams of professional researchers with minimal teaching obligations. This important shift, which is reflected in the comparative buoyancy of the research council half of the dual support system, may mean that the days of the all-purpose teacher/researcher/administrator are numbered across wide ranges of higher education.

There was a premonition of this slow shift from tenured generalists to untenured specialists at Reading Council defeated by 109 to 100 votes a Cambridge-like executive motion which called for research council money to be transferred to the UGC, and a little later the executive was defeated again when council passed a strongly worded motion defending part-time teachers.

These two defeats showed that the fissure in the academic profession has already begun to create difficulty for the AUT leadership. Broadly the delegates in Reading seemed to be divided fairly equally between bourgeois and proletarians.

For the first group it is a question of waiting for the bomb to drop, in the sense that tenured lecturers are made compulsorily redundant, and in the meantime adopting any and every strategy that delays Doomsday. Some strategies may be moderate and designed to appease (covenanting ack part of salaries, cooperating with the university authorities in everything short of compulsory redundancies, even work-sharing), while others may be militant and designed to deter (strikes, refusal to mark examinations or admit students and so on). But their object is the same, to delay Doomsday.

Such a perspective makes little sense to the AUT's "proletariat". For them, although the bomb may not have been dropped, a full-scale conventional war has been going on for almost two years. Part-timers have been terminated, contracts have not been renewed. So for them the strategies favoured by the AUT majority seem either inappropriate or else far too late.

Perhaps a symbol of this difference was the executive's own amendment to a Glasgow motion which called on the executive to redouble its effort to secure national conditions of service. The amendment simply read: "Replace 'redouble' by 'continue'". Over the next few years the AUT faces formidable challenges that go beyond the obvious. Its leaders must keep a proper balance between its strategies for nuclear and for conventional war while responding perhaps rather more quickly than in the past to the radical changes in the academic profession that are being exacerbated but were not created by the cuts.

Peter Scott

'Support us' plea by NUS

Dons have been asked to lend their support to the National Union of Students' week of strikes and protests at the four per cent mandatory award announcement.

The plea came from Ms Jane Taylor of the NUS executive, who said that many student unions would be attempting to operate alternatives for their student members during the week, planned for the spring.

"We hope you will lend some kind of cooperation and support, and join us wherever possible to raise the issue of grants and the problems this will cause for students and their parents," she said.

The NUS says that 1982-83 will be the third year in succession that the increase in grants has been below the level of inflation.

Sheffield unions block redundancy

by Paul Flather

Campus trade unions at Sheffield University appear to have won a blocking veto on all possible redundancies following a meeting of the university's court last week.

The annual general meeting of the court overwhelmingly passed a motion which calls on the university "not to enforce redundancy on academic and non-academic staff except by agreement with the recognized and appropriate trade union".

Precise interpretations of the motion are still being argued out by different groups on the campus, but it appears to tie the hands of the university to union agreement before any redundancy is possible.

The motion will go to the university's governing council probably in February for interpretation. A university spokesman did not want to comment on its significance before that meeting.

The trade unions however are hailing the motion as a far reaching and positive move to defend the long term interests of the university.

Mr Paul Blomfield, secretary to the Campus Union Group and full-time research officer for the student union, proposed the motion, and said it was in the best interests of the whole institution.

"We did not propose the motion out of simple self interest. But given the very critical position of the university outlined by the vice-chancellor to court we felt this was a positive way to proceed," he said.

The vice-chancellor, Professor Geoffrey Sims, in his report to the court, the university's ruling body, said Sheffield was being "required to make savings on a scale likely to be profoundly damaging to the structure and function of the edifice so painstakingly assembled over the past 100 years".

The rest of the motion calls on the university to take action to maintain the quality of teaching and research by intensifying representations to the Government on the consequences of current cuts by promoting wider public understanding of the important role of universities, and by cooperating will all sections of the university community in opposition to cutbacks.

An amendment to replace the clause on redundancies with an alternative which urged the university "to seek to avoid redundancies" was lost by 62 to 54 votes. This amendment was supported by Professor Sims.

Mr Bob Nind, the academic secretary, said the university did not have policy on compulsory redundancies and the motion would fill the gap. He said he could not comment on its precise meaning.

The Campus Union Group, involves the Association of University Teachers, the National Association of Local Government Officers, the Transport and General Workers Union, the Association of Scientific, Technical and Managerial Staff and the student union.

Local residents came to the aid of mechanical engineering students at Middlesex Polytechnic when they embarked on a project aimed at saving energy for cyclists. An appeal for ten bicycles produced more than 30 offers in four weeks and the 26 students (some of whom are pictured here) are using them to test the feasibility of changing the design of pedals from a circle to an ellipse.

Cuts take wind from balloon astronomy

by Robin McKie

Balloon astronomy research is facing the axe after two committees of the Science and Engineering Research Council recommended that the £650,000 a year programme be scrapped as a priority during any astronomy research expenditure cuts forced on the council next year.

Though no direct cuts may be inflicted on the SERC's budget for next year, the prospect of "a covert squeeze" in which the council's funds would not be properly compensated by inflation means balloon research would still be threatened.

Morale among the ten scientists working on the project at the council's Rutherford Laboratory was said to be "very low" by Mr Michael Freeman, leader of the stabilized balloon platform unit there. He said it had taken years to build up expertize in running the platform, the principal unit for carrying various instruments on balloon flights. "Now this could be ruined", he added.

The balloon flights, which are usually made from Palestine, Texas, are used to carry complex instruments and telescopes for measuring infrared, ultraviolet, gamma ray and normal optical astronomical objects several miles above ground where the effect of the atmosphere on observations is greatly reduced.

The council's solar system committee has recommended that in the event of a 2 per cent cut in the SERC's astronomy expenditure, the stabilized platform facility should be axed. This has been endorsed by the council's "astronomy two" committee, which is responsible for infra red and ultraviolet astronomy.

Instead the solar system committee has recommended that university groups, which are the main users of the balloon flights, fund the stabilized platform themselves – an unlikely event given the expenditure involved.

Even if the programme, which includes future scheduled flights for groups at Belfast University, Preston Polytechnic and Imperial and Queen Mary Colleges, London, is saved, the fact that it has been earmarked for possible closure, means that in future it could still be cut when more attractive projects are proposed.

Rival teaching unions talk

by David Jobbins

Two teacher unions are close to agreement on a way to end their rivalry in Northern Ireland.

A day of talks at the TUC produced a formula designed to resolve the long-running dispute between the National Association of Schoolmasters/Union of Women Teachers and the National Association of Teachers in Further and Higher Education.

Although no agreement was reached, progress was sufficient to avoid a reference to the TUC's disputes committee, which would have reviewed Natfhe's claim that it was the proper union for further education lecturers in Northern Ireland to join.

The agreement, now being considered by the executive of the unions, recognizes Natfhe as the major and NAS/UWT as the minor union. Although it says that Natfhe is the union new recruits should normally join, it includes a clause stating that these with a strong personal wish to join AS/UWT should be allowed to do so.

A joint committee with equal representation from the two unions is to be established in Northern Ireland with alternating chairpersons. But if dispute is unresolved, arrangements have been made for an independent TUC chair to be imported.

Grant 'will force drop-outs'

by Olga Wojtas
Scottish Correspondent

More than half the students in Scotland face a decrease in grant as a result of their claim for 17.4 per cent not being met, according to the chairman of the Scottish National Union of Students.

Mr Neil Stewart said that only the minority of students, those with the maximum award, would receive the Government increase of 4 per cent, which amounted to an extra 22p a day. About 60 per cent of Scottish students would receive no increase at all, while increases in the parental contribution would mean more than 50 per cent of students having their grants cut.

Parents with a residual income of £6,600 will have to pay another £94 a year, while parents with £12,000 of residual income will have to pay an extra £138. It is estimated that 75 per cent of Scottish students do not receive their full parental contribution.

Mr Stewart predicted that a large number of students would drop out of college and universiy because they could not afford to continue.

There was every reason to expect more increases in residence fees next year as colleges and universities tried to offset their cuts. The board of governors at Jordanhill College of Education had been obliged to reduce a proposed increase of £31.50 a week because there had been clear evidence that many students would have had to leave the college.

Policymakers 'need careers service advice'

Careers guidance counsellors should be involved in academic policymaking according to Dr Noel Thompson, under secretary responsible for further and higher education, at the Department of Education and Science.

He told a meeting of the International Round Table for the Advancement of Counselling at Cambridge last week: "For many careers guidance counsellors this will be a new responsibility. I doubt whether the contribution that careers counsellors can play in informing academic decisions has been adequately recognized".

Speaking of the need to rise to the challenge of new technology, Dr Thompson said: "If higher education is to continue to respond adequately to the needs of the society which funds it, it will need to review and to be prepared to change radically the curriculum and the educational methods which have traditionally characterized it". Students would also have to accept the idea of continually updating their skills throughout their working lives.

In this situation a special responsibility fell on careers guidance counsellors to reconcile the needs and interests of all concerned – students, employers and the academic world.

It was also important, he said, to encourage the academic community, particularly those concerned with non-vocational subjects, to take account of working skills their students would need after graduating.

"All graduates, irrespective of their discipline, need to be able to relate to other people, to be able to express themselves clearly, and to be at ease in dealing with numbers and quantities", he said.

They will also need to be familiar with, and able to use information technology in its many manifestations as a normal tool of management". Getting that message across was a formidable task but it was important for careers guidance counsellors to tackle it, he said.

Dr Thompson made it clear, though, that there would be no additional funds for the job. Instead he suggested careers counsellors should make their job less labour intensive by using computerized information systems to provide students with answers to many of their questions.

Professor Jagbans Balbir of Unesco called on higher education institutions to give graduates more help in finding jobs. "An institution that produces graduates but does not take care to market them is like a factory producing goods and hoping buyers will flock to its doors", he said.

He admitted that understanding students was not easy. They might appear to have many characteristics in common but those often concealed wide individual differences, particularly among students from non-traditional backgrounds . . . It was up to careers guidance counsellors to adapt themselves to such changes and to try to predict the changing needs of students.

Professor Charles Handy of the London Business School told the conference bluntly: "Careers, in the old sense are going out. You cannot plot out a career now. Instead you must sell a skill just as the professonal or the craftsman does".

Medical cutting list called for

The Scottish Health Board has been asked to submit applications to the Scottish Office for approval of posts which will be axed by university medical and dental schools, but are considered essential for pateint care or training specialists.

Scottish Secretary Mr George Younger said in a Parliamentary reply that he recognized the necessary cuts in university finance were likely to have a disproportionate effect on Scottish medical services, because university medical staff made a greater overall contribution to the National Health Service than their counterparts in England and Wales.

The health boards had been told to consult the universities.

Vice-chancellor gets top nuclear post

Sir Alec Merrison, the vice chancellor of Bristol University, has been elected president of the council of CERN, the European organization for nuclear research.

The position, which is considered to be at the top post at CERN, means that 57-year-old Sir Alec will chair two full council meetings a year, as well as several meetings of the committee of council, the main group's advisory body.

Sir Alec, who is also chairman of the Advisory Board for the Research Councils, is a former research physicist who worked at CERN, in Geneva, and was also a member of the organization's scientific policy committee from 1969 to 1972.

Four given notice at London

continued from page one

It is understood that the dean, Mr E. L. Trickey, agreed to withdraw the notices if the financial situation had improved. One of the people being made redundant said he was informed that notices had been withdrawn, but the institute says this is not so.

There has been a long-running battle between unions and the institute management this year over union recognition. Mr John Akker, deputy general secretary said: "We are appalled at what has happened. We were given an assurance that if we could prove that they were not in financial difficulty, notices would be withdrawn. The institute also has reserves of over £100,000. There is no financial case for redundancy and we will take it to the courts if necessary."

Mr Trickey refused to comment this week.

The problems of the institute of cancer research stem from its unusual funding. It receives no direct funds from London University and instead gets £4m of its £6.5m cash from the Medical Research Council and the Cancer Research Campaign. A further £1m is provided from various other medical charities.

In the past the MRC and the CRC have provided their money in the form of block grants but over the past years have cut this, providing the remainder as research programme money which goes only to projects they consider worthwhile. Now the organizations have stipulated that all their money will be provided as research grants, and there will no block grant.

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Strawberry fields go forever

by Nick Fox

Two university based research stations are to bear almost the entire burden of a £3m reduction in funding from the Agricultural Research Council.

The Animal Breeding Research Organization in Edinburgh and the Long Ashton Research Station, Bristol, will be severely affected under the planned cut, with the loss of 250 scientific and support posts.

The Animal Breeding Unit, housed within the Edinburgh University science complex, will be reduced by 80 per cent to leave only a small genetics division. Seven field stations connected to the unit will close and a unique facility for post-graduate study of large farm animal breeding will also be lost.

Projects concerned with soft fruit growth and commercially funded cider and wine research, will cease at the Long Ashton station. It includes the only unit in Britain researching into strawberry pathology and was founded in 1903 to study cider production.

At both institutions staff have reacted bitterly to the announcement, which aims to cut 4 per cent from its expenditure by 1984.

Mr Alan Totty, secretary of the Animal Breeding Unit, said the council had made their decision without any discussin with staff.

"It will be a severe blow to the agricultural industry if the station were closed," he said. "We are instrumental in improving productivity and provide a sophisticated breeding service to cattle farmers."

The Long Ashton soft fruit research division has been a subject of a recent nationwide investigation by work is on apples," said Dr Camp Agriculture, and the Department of Education and Science, which is to report early next year.

Head of the threatened pomology division Dr Ian Campbell believes when the committee makes its report, the Long Ashton research will be shown to be "important, and justified".

"I suspect that the research council is under misapprehension that all our work is on apples," said Dr Campbell. "The proposed closure is ill considered, and will lead to a poor institution unable to provide a service to industry. It will mean the end of all British strawberry research - an area worth £70m a year."

The council has identified the bistol and Edinburgh units as "low priority" units. It plans to divert the funds to new high priority work in fields of fundamental agricultural science, it says.

Act now on race, says Natfhe

The prospects for racial harmony are bleak unless the Government acts now, says the leading college lecturers' union.

The National Association of Teachers in Further and Higher Education wants the recommendations of the Committee of Inquiry into the Education of Children from Ethnic Minority Groups to be implemented immediately.

In its response to the Department of Education and Science's consultative document, Natfhe says: "There is now a general and growing scepticism amongst those concerned, both black and white, at the continual production of reports all of which reveal a remarkable consensus as to what needs to be done, but all of which leads to far too little action."

The union wants the Government to issue a major statement backed by a circular to local authorities setting out that: reversing racist attitudes is a legitimate educational aim; initial teacher training should have a multicultural component as part of its mainstream curriculum; affirmative action in respect of recruitment to all levels of the education service is not only legitimate but also desirable.

The statement should also ask authorities to undertake institution-based in-service teacher training and to examine their policies to ensure they meet their responsibilities under Section 71 of the 1976 Race Relations Acts, which requires local authorities to provide for the needs of their ethnic minorities.

A new centre for multicultural education designed to help teachers who teach children from a wide range of ethnic backgrounds will open at Middlesex Polytechnic next month. It will develop new teaching materials for children whose first language may not be English and undertake a research project into the effectiveness of teaching reading with translations of folk tales from the children's own backgrounds.

Mr Tyrrell Burgess: change course content.

Tinkering 'won't get rid of bias'

by Charlotte Barry

Greater access to universities and colleges will not solve the problem of excluded groups, the Society for Research into Higher Education heard at its annual conference in Manchester this week.

Instead the content of higher education should be changed so it caters for everyone regardless of sex, class or colour, said Mr Tyrrell Burgess, reader in the philosophy of social institutions at North East London Polytechnic.

The conference on biases in higher education, took a hard look at what inhibits, excludes and discriminates against some sections of society.

Mr Burgess told the 100 delegates that tinkering with the methods of access was the wrong way to go about it. "If we go on with the traditional way of teaching then I think there's no way of coping with the deleterious consequences, that is a whole lot of people not being served by an extensive educational system," he said.

The only way to eradicate bias in the system was to aim higher education much more at the needs of the individual. An example of this approach was the school of independent study at NELP where students planned their own programme of study leading to a diploma of higher education or a degree.

"Basing one's activity in higher education much more on individuals makes it irrelevant which social group or social class they belong to," he said. "These worries become very small if people are given the chance to better themselves and it doesn't matter if they are old or young, gay or women, black or white, crippled or whole."

Mr Eric Robinson, principal of Bradford College, disagreed and argued that most people in higher education were unaware of the issues. "The higher education community in this country has hardly begun to take these issues seriously," he said. "Therefore the call for fundamental debate is premature because most of our colleagues don't see this as a problem."

Mr Robinson acknowledged there should be changes in the traditional structure of higher education which was designed for 18-year-old bachelor boys who enjoyed football.

Deprived students 'need help'

More universities should follow the principles of positive discrimination and open their doors to deprived and disadvantaged students, a conference run by the Commission for Racial Equality last week was told.

Sir Charles Carter, chairman of the research committee of the Policy Studies Institute, warned representatives from local authorities, political parties, and academic institutions, the problems caused by "cumulative disadvantage" would not go away if universities did not act.

The CRE is now preparing a strategy paper urging more universities to award places to students who successfully complete special courses for entrance into higher education.

Sir Charles, in his paper, suggested three specific measures for universities: a greater willingness to take risks; better tutorial care and supplementary tuition; and if necessary the provision of introductory courses.

"If we do nothing the typical entrant in 2000 AD will still be the white middle class boy . . . and there will be under-representation of West Indians, Pakistanis and others," he said in his paper.

The CRE wants more universities to follow the example of Essex University which regularly takes students who complete a linked preparatory course at the City and East London College.

Imperial College, London, has already announced it is to take about half a dozen students "who might not otherwise have been admitted" from October 1982, and the London School of Economics has also shown interest in a similar scheme.

The CRE believes such developments are all the more vital in the light of three current reports on race, the Scarman report, the Swann inquiry into multicultural education, and the Parliamentary Select Committee report on racial disadvantage.

Bogus students worry Iraqis

The National Union of Students has protested to the Iraqi embassy at the alleged use of campus spies to monitor the activities of anti-government students.

In a meeting with the cultural counsellor, Mr Ali Hussain Humadi, the union was assured that any students found to be bogus would be sent back to Iraq, and that passports withheld from a number of anti-government students would be returned.

"People have been accepted onto courses without the qualifications or experience to study here," an NUS spokesperson said. "We are worried that the Iraq Government seems to be using its supporters as no more than secret agents."

But neither Mr Humadi nor the Iraqi ambassador were prepared to accept a petition circulated at NUS conference and signed by 743 people protesting at repression in Iraq.

NUS has been worried for some time at violence between Baathist and anti-government students in Britain. Mr Alan Watson, chairman of NUS' international committee, said: "After some considerable pressure Mr Humadi agreed that he would condemn any act of violence committed by one Iraqi student on another."

TLS editor

Mr Jeremy Treglown has been appointed editor of *The Times Literary Supplement* to succeed the present editor, Mr John Gross.

Mr Treglown is 35 and at present assistant editor on *The TLS*. He taught English at Lincoln College, Oxford, and University College London, before entering journalism.

National body

In last week's leader "Mr Ball's Body" it was suggested that the Standing Conference of Principals and Directors of Colleges and Institutes of Higher Education should have a representative on the new board for local-authority higher education. In fact the DES's proposal already is that there should be such a representative.

North American news

Loophole angers civil rights groups

from Peter David

WASHINGTON

America's Department of Education is considering a proposal to reduce its own powers to force colleges to comply with laws designed to protect the equality of black, female and handicapped students.

Under the scheme, supported by Mr Terrel Bell, the education secretary, new regulations would be drafted by the department which would effectively release some 1,000 small colleges from the provisions of major civil rights legislation.

The new regulations would redefine the meaning of "financial assistance" received by colleges and universities. Colleges which received federal financial assistance indirectly, through government grants given to students but not to the college, would no longer be deemed in receipt of financial assistance.

The significance of the redefinition is that the three major civil rights laws apply only to institutions which receive financial assistance from the government.

They are title VI of the Civil Rights Act of 1964 forbidding discrimination on the basis of race or national origin; title IX of the 1972 education amendments, covering sex discrimination; and section 504 of the 1973 Rehabilitation Act ensuring equal treatment of the handicapped.

Most large higher education institutions would remain unaffected by the proposed revisions, since they receive federal assistance in some form or other, often through research funding. But approval of the new regulations would remove an estimated 1,000 small institutions and technical colleges from the umbrella of the civil rights law.

An angry reaction by civil rights organizations has been inflamed by the leaking of an internal Education Department memorandum which makes it clear that the changes are being considered for political and not legal reasons.

The memorandum, from Mr Daniel Oliver, the department's chief lawyer, urges Mr Bell to press ahead with the changes to make a political point regardless of the likelihood of resistance by the courts.

Describing the issue as "highly visible and very symbolic," the memorandum continues: "We are here in Washington, among other things, to curtail the interference of the federal government . . . .

"Given the tenor of the courts and the current laws and regulations, we will, I suspect, not easily find issues on which we can win, and win without taking a chance of political damage."

Mr Bell is not expected to make a final decision before consulting the attorney general, whose opposition to the scheme is predicted in Mr Oliver's leaked memorandum.

Civil rights groups have, however, already begun a vigorous campaign to oppose the measure. A spokesman for the National Women's Law Centre described the memorandum as "outrageous" and said the proposed changes had no legal foundation.

The Education Department's proposal is considered the more worrying by civil rights groups because it comes against a background of a general retreat from previous federal commitments to civil rights.

In a case before the Supreme Court a fortnight ago, the attorney general, arguing for a strong interpretation of the Title IX law, was forced to admit that the Education Department supported a weaker interpretation that would confine its anti-discrimination provisions to students and exclude educational employees.

The Justice Department, too, has announced its intention to use a test case to persuade the Supreme Court to end preferential employment policies for women and minority groups.

A recent report by the United States commission on civil rights, advocating the preservation and strengthening of "affirmative action" policies, received a cold reception.

The commission's liberal chairman, Mr Arthur Flemming, is to be replaced by President Reagan despite accusations that the move would politicize a hitherto independent agency.

Reagan staves off strife

by our North American editor

A year of agony for higher education finance reached its climax last week with another budget victory for President Reagan and a new round of spending cuts on the stocks for 1982.

The president signed a compromise budget bill in which Congress agreed to another $4,000m cut in public expenditure next year – a smaller cut than President Reagan asked for last September but bigger than the cut Congress was prepared to accept only a month ago.

Because the bill is formally an interim measure which expires in March, the precise sums available for higher education next year cannot yet be assessed. But higher education associations in Washington believe that student aid programmes will be severely reduced under the new budget.

According to the American Council on Education, the new bill would reduce federal spending on student aid in 1982 from its present level of $3,800m to less than $3,340m.

In a letter to the House of Representatives appropriations committee the association added: "Such substantial cuts signal a sharp retreat from the national objective which has received strong bipartisan support for almost a quarter of a century: that no qualified student should be denied postsecondary education by lack of money."

Mr Irving Spitzberg, general secretary of the American Association of University Professors, said the reduction in student aid could not be justified during a period of recession and rising youth unemployment.

He added: "Students who are currently enrolled in colleges and universities will have to reassess their financial status. At a time when institutions have a record enrolment, the cut in 1982 funds will serve only to sharply reverse those concerted efforts of recent years to increase educational opportunity for qualified students."

The emergency bill was passed only after Congress had rejected attempts to increase the amount that would have been available for the Pell student grant programme and state student incentive grants.

Democratic senators failed to persuade their colleagues against cuts of $70m in the Pell programme and $5m in the state programme. Other higher and continuing education programmes would be reduced by $18m in 1982 to $378m.

The reaction of the higher education associations has been all the sharper because the 1982 bill and its additional $4 billion cut were agreed only a week after plans for even bigger cuts in 1983 were leaked from the White House office of management and budget.

In an "early warning" letter to member organizations, the American Council on Education says that the 1983 budget now being prepared for President Reagan to present to Congress in January will contain reductions which "far exceed" those imposed for 1982.

The letter continues: "Their magnitude is such as to call into question the long-standing federal role in support of higher education."

The council predicts that in January the president will call for another round of cuts in the forthcoming academic year beyond those just approved in last week's bill.

These cuts would reduce student aid by another $950m and reduce most other programmes by 25 per cent. Then, for the following academic year, student aid would be cut by another 60 per cent and many programmes eliminated.

Calling for a concerted national campaign against any further reductions, the letter says that the new cuts go far beyond the fair share of austerity which higher education had accepted this year as part of the government's general strategy for economic recovery.

Law schools revise their entry tests

An estimated 112,000 potential law students will sit a revised entrance examination this year following changes in the standardized test administered by the Law School Admission Council.

The new test, which will be offered for the first time in June, is designed to indicate general aptitude for legal studies and minimize the importance of precise test scores.

Mr Bruce Zimmer, the council's executive director, said the old test often conveyed an unwarranted impression of precision. The new test would result in broader results and place more emphasis on the actual skills and abilities needed in a law school.

The new format involves an essay question as well as tests of logic, reasoning and reading. The revisions cost nearly $3m and took several years to complete.

The changes have received only a partial welcome from black pressure groups which claim that the old Law School Admission Test discriminated against racial minorities.

A recent study published by the National Conference of Black Lawyers claims that the standardized test was heavily weighted against Black and Hispanic students.

The study, based on the scores of nearly 20,000 law school applicants, found that students from these minority groups scored lower on the law school tests that white students, even when they possessed the same exam grades from the same colleges.

Both the change in the law school format and the critical study coincide with a new campaign to attract more black and minority students into the legal profession.

Fulbright exchange escapes cut

The Fulbright programme, America's most important international exchange scheme for scholars, has been spared the 59 per cent cut threatened last month by its parent agency, the government's International Communications Agency.

That cut, proposed by the agency as part of an attempt to reduce the government's 1982 budget by an overall 12 per cent, has disappeared as a result of the compromise bill which was agreed by congress and the president last week and which will inflict a cut of only 4 per cent.

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At Ohio State University women engineers are no longer a rarity but their chances of a job outside are slim.

Dramatic increase in women engineers

Gains made by women in science and engineering education have not yet spilled over into employment patterns within the American scientific community, according to a study published last week in *Science*, the journal of the American Association for the Advancement of Science.

A study by Betty Vetter, director of the Scientific Manpower Commission, pointed out that at all levels of higher education the period between 1970 and 1980 had seen a dramatic increase in the number of women gaining degrees in engineering and science."

Over that period, the female share of doctorates shot up from 9.1 per cent to 22.6 per cent. Women accounted for 36.9 per cent of bachelors degrees in science and engineering in 1980 instead of 26.1 per cent ten years earlier. And their share of masters degrees rose from 17.5 to 23.7 per cent.

Current enrolment trends indicated that the proportion of science and engineering degrees would continue for several years, the study adds. Women accounted for nearly half the graduate enrolments in those disciplines, compared with less than a third four years ago.

But according to Dr Vetter, women still lag behind men in scientific employment. "Except for beginning engineers, women's initial salaries are lower than those of men and the difference increases with age," the study says.

Unemployment rates among women with doctorates was between two and five times higher among women than men, according to four surveys carried out since 1973.

And although as many as two thirds of women who had gained doctorates in 1972 and had gone into employment were in the academic sector, only one in seven had received tenure by 1979, compared with one in three of their male counterparts.

Women scientists, particularly at the doctoral level, are more likely to be employed in academic institutions and less likely to be employed in industry or government.

Regardless of employment sector, women still fare less well than men in terms of status and rank, salary and promotion.

The study concludes: "Progress may be slower in the 1980s as the administration reduces programmes to equalize opportunities for women. The provisions of the Women in Science Act, passed as part of the National Science Foundation authorization in 1980, are largely in the deep freeze, without appropriations to carry them through.

Title IX of the Education Amendments of 1972, which forbids discrimination by sex in all federally assisted educational programmes, is again under attack.

"In 1981, the salaries of women faculty in science and mathematics were only 78.2 per cent of those of men, and in the social sciences only 81.5 per cent. The actual dollar differences were $5,300 and $4,670 respectively.

Student numbers reach record height

Buoyed up by growing applications from women, the number of students in American higher education reached a record 12.3 million this year, according to a government survey.

Preliminary estimates by the Department of Education indicate that the number of male students entering universities and colleges has continued the decline which began in 1979 and was now below the 1975 peak of 6.1 million.

The number of women students continued to grow, however, and now accounted for nearly 52 per cent of the higher education population, compared with 42 per cent a decade ago.

Assessing the figures, the National Centre for Education Statistics attributes the increase in student numbers – a gain of 2 per cent over 1980 – to the peaking of the number of college-age citizens this year and to the increasing popularity of two-year junior colleges.

But the survey also discovered that nearly half of the institutions responding to the survey estimated that their enrolments had dropped by 15 per cent or more since last year. Several institutions blamed the drop on cuts in state financial support and the resulting increase in tuition fees.

Other findings in the survey included an increase in part-time enrolments in 1981, but by only 2.3 per cent compared with 4.7 per cent the previous year. Most of the increase in part-time study was at two-year colleges with universities expecting a small reduction.

Overseas news

Leaked memo upsets Irish

from John Walshe

DUBLIN

A leaked memorandum on the financing of Irish universities has sparked off an angry reaction by students and the Federation of University Teachers. The paper predicts grim times ahead for the universities but also raises the politically embarrassing possibility of expansion targets not being reached in a country where third level participation rates are among the lowest in the EEC.

The memorandum was prepared by the Higher Education Authority, a statutory body, at the request of Education Minister Mr John Boland.

The plan sets out the minimum necessary to keep Irish university colleges ticking over until 1985. It envisages continued freezing of two thirds of the existing 100 vacant posts next year and non-replacement of half of all further vacancies.

It predicts a worsening of the overall student-staff ratio which was 17:1 in the last academic year. The report warned that any significant worsening of the existing position would put the quality of some university courses at risk.

The four-year plan provides for only modest expansion in university student numbers – an additional 2,200 – bringing the total number to 13,625 at the end of the period under review. It notes that further development was expected in the technical and technological colleges.

But it adds that this will not be sufficient to keep participation in Irish higher education institutions up to 15 per cent of the age cohort; unless additional places are provided this rate could decline to 14 per cent by 1985, but this would be at variance with the increasing complexity of Irish society.

Embarrassed: John Boland

Critical: Dr W. A. Watts

The memorandum says: "There is no doubt either, that there will be pressure up to 1985 beyond the 1,200 additional students foreseen in the university colleges and no means of adequately coping with that pressure in other institutions. Some means of meeting the demand in the university colleges, in the view of the authority, is more than desirable, it is felt to be essential."

Publication of the report has embarrassed the Education Ministry which suggests that the plan might be displaying too pessimistic a view.

In another leaked document, the provost of Trinity College, Dublin, Dr W. A. Watts, criticized the four-year plan which, he says amounts to a rundown in the system with less favourable opportunities for teaching, research and new development of any kind.

He says: "The authority is the primary institution having responsibility for making the case for the universities to the state. In spite of the current financial difficulties, we look to it to make a more positive, less defensive statement of need in the university sector than is contained in the four-year plan."

The provost's comments are a reference to the increasing investment in the non-university sector. The student population in universities as a percentage of all the students attending third level institutions has been gradually and consistently falling from 76 per cent in 1968/69 to 61 per cent in 1978/79.

Strike puts an end to seven months' waiting

from Guy Neave

PARIS

After an unwonted seven months of relative peace and quiet, a strike call went out to the academic staff in France's universities this month. The stoppage on December 8, came as a clear warning to the Minister of Education, M. Alain Savary, that patience is wearing thin.

The strike was called by a long-term and consistent supporter of the left, the powerful Syndicat National de l'Enseignement Superieur.

Over the past few months disquiet has been growing at the slowness with which the minister appears to be dealing with some of the more outstanding reforms the left promised on its coming to power in May.

"The minister", the syndicat declared, "has to date given no satisfactory answers to even the most pressing and urgent reforms laid before him."

First on the list of demands is an end to the threatened layoffs that hang over many part timers who constitute about a third of all academic staff in France. Equally predictable has been the call for guarantees of permanent employment for this same group.

Among other issues brought to the minister's attention have been the log jam in promotions and the need for reform in the administration and governance of both the *grandes écoles* and the two-year university institutes of technology.

The democratization of the *grandes écoles* has been a sore point for the past three years. Regular protests have come from the Union des Grandes Ecoles, the elite sector students' union. Unlike universities, the *grandes écoles* did not benefit from the legislation on student participation in university committees following May 1968.

The strike is less a protest, however, than an attempt to put pressure on the government and to goad it into something resembling action, a feature that has not been outstanding these past few months. Arguably, the government has its mind on other things – nationalization and tax reform. For the moment, the strike, however friendly in intent, is not likely to cut much ice.

The germ of an idea . . .

from Geoff Maslen

MELBOURNE

While governments around the world are increasingly trying to direct research into specific areas, a study by University of New South Wales researchers has shown that economic, social and political factors are most important in determining if a discovery is taken up by industry and put into practice.

Whether the idea originated in the university or in industry seems much less crucial although university-initiated research carried out in collaboration or contract with industry is more likely to be applied than projects where there is little contact.

The study found that long-standing relationships between an industry and a university were important in "forging links of trust" with research students often acting as "cultural travellers" between the two areas.

The success of university research should be judged in broader terms than simply the extent to which it has achieved industrial application, the report says.

It states that the most important factors in determining industry's interest in research were the degree of novelty of an idea to existing industry economic conditions, the size and structure of the industries, access to markets, competition with existing technology, shortage of risk capital and government regulations.

In some cases the ideas of university researchers were not taken up by industry because they were too ambitious, too novel, or simply out of phase with industry's perceptions of needs and priorities. At the same time, such projects often promised improvements in other areas such as industrial safety, energy consumption or environment protection.

Library gets under way

from Lindsay Wright

WELLINGTON

A deep hole on a central Wellington City site, almost directly opposite New Zealand's parliament buildings, has been the promise, for several years, of a new national library.

Held back for many years, first through recurring government dithering and then for a complete redesign (so that structural steel would not be used and the strike-prone Wellington Boilermakers' Society would not be involved in construction work), the six-storey building is now under way.

A key facility for much research work by university staff in the humanities and social sciences, the national library has been spread in a large number of old buildings scattered around the city and parts of the collections have been threatened by water when Wellington's storms have breached the ceilings.

The site for the new building was selected more than 20 years ago, and the building shell is expected to be completed in mid-1985. It will bring together the national library's head office, the school library service, extension services, the library's central collection and the Alexander Turnbull Library, together with specialist services such as the microfilm unit and the conservation laboratory.

The Alexander Turnbull Library included the major New Zealand book collection, maps, music, art, manuscripts, newspapers, serials, photographs, rare books and a Pacific collection and matches the General Assembly Library (which will remain in parliament buildings) for national importance.

Much of the national library has been all but inaccessible and the new building is intended to make the library much more accessible to the public.

mproving the eacher's lot

commendations to improve the ployment security of teachers, to tect them from violence by their pils and to reduce stress in the ssroom are to be put before the verning body of an international ganization seeking to reconcile the quently conflicting interests of rkers, employers and governnts.

The proposals were agreed at a nference in Geneva by representas from 15 countries in North erica, Europe and elsewhere. It s organized by the United Naons' International Labour Office ich is concerned by the acceleratrate of unemployment affecting teaching profession.

The trend is particularly marked in "rich" world as a result of the ession. Francis Blanchard, the director general, had earlier vied Canada where he addressed a eting sponsored by the University Montreal and held talks with govnment officials on related topics.

Canada registered 10,000 unemyed teachers in 1980, the United gdom 37,400 and West Germany 300. The ILO meeting assumed t population changes and budget constrains were likely to lead to ntinuing dramatic rise of unemyment in the profession.

Italian professors fail to make the second grade

from Uli Schmetzer

ROME

One in three applicants failed to pass. In all 4,229 were told they could not be "promoted." These figures startled the Italian campus scene this month: the failures, after all, were not students but professors.

Worse, they were not just premature aspirants to a professorship, but men and women who had taught on Italian campuses for a minimum three years, some more than ten.

According to the Director General of the Education Ministry, Domenico Fazio, the 4,229 were turned down because their qualifications (teaching experience, written scientific work, evaluation of their didactic functions by their faculty) were simply considered inadequate.

And so ended the first attempt to bring order into Italy's chaotic campus staff system.

In that attempt 13,000 applicants had aspired to the role of associate professor, the second of the three teaching categories into which a new law has divided campus staff – ordinary professor, associate professor and researcher.

Their credentials for promotion were being examined by 26 examining commissions throughout the country and comprising senior professors chosen for the task by a draw.

And there was the crux of the case. The members of the commissions were made up of the so-called "baroni" (despotic and institutionalized senior professors) whose power the new law tried to erode by giving permanent appointments to their junior staff rather than leave them to the whims of the senior professor who could hire and fire them virtually at will. (The new law tries to slot into permanent jobs the so-called "precari", teachers equivalent to lecturers, assistant professors and scholarship holders.)

Staff union leaders immediately blamed the high failure rate on the determination of the "baroni" to hold off competition and preserve their power.

One union leader said "Strange they were not good enough for the job though most of them had been doing the job for years. In fact these people were promoted and sustained by the same examiners who are now saying they are not good enough."

The baffling examinations are only at the beginning. By the end of January the commissions will have examined 19,000 applicants for the 15,000 posts available.

Staff union leaders say that when the final figures are published the failure rate will be at least 40 per cent.

ectors debate Turkey's tough new law

an Bernard Kennedy

ANKARA

controversial law on higher cation in Turkey, introduced in vember by the nation's military rs, was subjected to a critical ew at a conference of Turkish Western university rectors and icipals in Ankara.

Eleven heads of European and erican universities, including Pro- Sir Steven Watson of St Andrew's versity, took part in three days of ussion centred on the question of ther the new law placed unonable restrictions on academic dom.

Though most teaching staff here strong reservations about the the rectors' conference generally rsed the view that it did not represent an end to the independence of higher education. Many of the foreign guests pointed out that their own institutions were subject to considerable control from above. Professor Watson seeing some parallel between the Turkish higher educational council envisaged in the new law and the British University Grants Committee. The HEC is to have wide-ranging powers in matters of finance, discipline, staffing and student selection procedures.

Aspects of the law to which some of the Western academics did take exception were the rather vague and sweeping provisions on staff and student discipline and the clause which renders illegal all forms of political activity by university members.

The law, said to have been drafted by Professor Ihsan Dogramaci, former rector of Ankara's Hacettepe University and president of the Council of University Rectors, which organized the event, has come under considerable attack from the rank and file of academic staff.

In Ankara and Istanbul alone, nearly 3,000 of them have signed letters of protest. However, this did not prevent the Inter-University Board from electing as its representatives to the HEC eight candidates proposed by Professor Dogramaci himself. The remaining two thirds of HEC members are to be chosen by the government and the head of state – giving rise to the allegation that higher education will henceforth be vulnerable to direct political interference.

India's woman of letters

from A. S. Abraham

BOMBAY

The University Grants Commission in India, now headed by a well-known woman educationist and former vice chancellor of the country's only women's university, has issued a set of guidelines for regulating correspondence courses run by universities.

The UGC chairwoman, Mrs Madhuri Shah, who built a reputation as vice chancellor for developing extension and extra-mural courses in non-formal higher education, has said that she will adopt the same policies on a national scale. The new guidelines are an earnest outline of her intentions.

Correspondence courses were introduced some years ago, but so far they have developed haphazardly and have come to be regarded as an inferior version of higher education. The UGC guidelines seek to correct this by laying down that they should be of the same duration as regular courses, unless a student wishes to extend a course by doing it in parts, that regular students should be able, if they want, to do part of the regular course by correspondence, and that both sets of courses will have equivalent certification.

Lessons should be carefully planned, sent in good time and supplemented by work at study centres located outside headquarters where enough students are concentrated.

David Walker talks to Robin Murray, the economist the Greater London Council called in for advice

Foolhardy but fancyfree

To his chagrin Robin Murray has recently found that while he thinks of himself as a many-sided academic, in the *Daily Mail*'s view of the world he is just another identikit trendy lefty.

He teaches at that hot-bed of student revolt, Sussex University. He is a chum of Stuart Holland MP. He talks about "person-power" rather than manpower. He refers approvingly to the Greater London Council's young demoness, Miss Valerie Wise.

But Mr Murray's besetting sin is the one that brought him to the *Mail*'s attention in the first place. He is accepting £25,000 a year (*Mail* subeditors always get that in the first paragraph) to join Red Ken in his South Bank redoubt at County Hall.

To fellow academics (and readers of papers up-market from the *Daily Mail*) Mr Murray is less stereotyped. To them his outstanding characteristic seems to be foolhardiness.

For he is leaving the increasingly sensible confines of a university for the even more dangerous precincts of the Greater London Council, the most controversial local authority in the country. It is like deserting HMS Repulse to clamber on board HMS Prince of Wales. In fact things are so dramatic for Mr Murray who on February will become the GLC's first chief economic adviser.

He is now reader in the Institute of Development Studies (IDS) at Sussex. It is a non-tenured position. While he has been safe enough during the decade he has been on the south coast, IDS, like all other research and consultancy bodies on the periphery of universities, is finding the recession heavy weather.

Besides, if County Hall looks unsafe for Mr Livingstone, local government employment has its compensations. Mr Murray's salary is well above a professor's. He has a four-year contract. Even if Mr Livingstone fell from power (there are, after all, SDP defectors about these days) Mr Murray would be notably reimbursed for ending his contract. Maybe the Social Democrats and possibly even the Tories would find a leftish chief economic adviser worth keeping on.

Mr Murray's job, won against a competitive field including such fellow academics as Professor David Metcalfe, the Kent University economist, is brand new, a product of the London Labour Party's 1981 election manifesto. He is not to be an economic adviser in the mould of Alec Cairncross or Terry Burns – a friend from a period spent together at the London Business School.

Rather, Mr Murray's job will be more of a chief manpower – sorry, personpower, for Mr Murray is adamant on the importance of women in the workforce – planner, reporting to the council's industry and employment committee and charged with nothing less than the eventual creation of 10,000 new jobs in the capital each year.

"I am not a politician," he says "My job is with a team to think imaginatively; to develop a democratic plan for London employment."

Mr Murray is convinced the diagnosis in the Labour manifesto was right. London has a jobs crisis because of lost manufacturing and faces a dramatic decline in office employment thanks to the micro-chip technology. "The idea that businesses operating individually can improve the circumstances of London belies the experience of all major cities." Hence the need for government action, even if it raises the rates.

Mr Murray's project of creating a master plan for London jobs will cost £500,000, "absolute peanuts" given the potential gains and given the £1.5 billion annual cost of London's unemployed.

Such judgments as these convey Mr Murray's great and enthusiastic faith in the possibilities of fresh thinking (by him and colleagues). He will be bringing to bear the fruits of a new economics that developed during the 1970s.

This is best explained by reference to Mr Murray's career.

A historian at Balliol College, Oxford and a contemporary of fellow radicals Stuart Holland and Anthony Arblaster, Mr Murray came to economics as a postgraduate at the London School of Economics on that celebrated MSc course organized by Professor Harry Johnson "the monetarist missionary from Chicago".

Mr Murray resisted conversion; by the later 1960s as an active member of the Labour Party he was convinced of the limitations of market economics and wrote a pamphlet for the Tribune group on the need for devaluation.

At the IDS in the 1970s his economic thinking was influenced from two sides. One was the example of the economics of the developing countries and their absorption into international markets for goods – "the history of some developing countries shows as the history of particular commodities or firms." Mr Murray says. The other was the "theoretical re-tooling" taking place among economists on the left during a decade overshadowed by the apparent failure of Labour governments in the 1960s to implement their policies. One product of this, says Mr Murray, was the work of Stuart Holland on such things as a national enterprise board.

Mr Murray himself became involved in such policy questions as the pricing of North Sea gas; advice to Third World governments on their chronic problems of employment; and latterly has taken an interest in the local economy. "To what extent can a local government have influence on the structure of the city and its industry? Talking the other day to the head planner of Portugal I heard him call the current GLC plan the most exciting planning project in Europe."

Hence Mr Murray's enthusiasm for the economic adviser's job. But his interest comes across very much as that of an academic. Stuart Holland gave up academe altogether to enlist as a Labour parliamentary candidate and is now the outspoken Bennite MP for Lambeth, Vauxhall. Does Mr Murray have the stomach for such hard-ball politics?

He saw pretty quickly just what was involved at County Hall. Mr Cyril Taylor, the Conservative opposition spokesman on the committee that appointed Mr Murray, promptly said that Mr Murray's job needed less expertise than political commitment. Long-standing GLC officials muttered about the advent of a new band of chief officers, too tightly bound, they opined, to the new Labour group.

Other academics have come into County Hall and found the infighting fairly intense – ask Mr Peter Willmott, formerly of the Centre for Environmental Studies and now a chief policy adviser at the GLC.

The *Daily Mail* and other papers do not find much of their copy from sweet reasonableness. Forces opposing the kind of economic change that Mr Murray would like he characterizes as "enormous negative traditionalism"; they can take a very positive form. And just now County Hall and its officials are in the firing line. "Heavy politics hasn't been my sphere." Mr Murray says. But they may have to become his forte if he is to survive on the South Bank.

Change of scene: Robin Murray's switch from Sussex University (above) to County Hall

Where there's a will, there may not be a way

Patricia Santinelli looks at the new youth training scheme

A storm of bitter protest greeted the Government's long-awaited White Paper on the New Training Initiative last week rather than the enthusiastic chorus which Mr Norman Tebbit, the Secretary of State for Employment, obviously anticipated.

Labour MPs and trade unionists' angry cries of "derisive, mean minded" and "enforced slave labour" were directly aimed at two fundamental flaws in Government thinking which now threatens the future of the £1,000m training and education package for unemployed school leavers.

The first flaw is that when the new Youth Training Scheme becomes fully operational in 1983, young people on the programme will receive a much lower allowance than currently being paid under the Youth Opportunities Programme. Although the White Paper gives the Manpower Services Commission, which is to oversee the scheme some latitude, it suggests £750 a year or £15 a week as opposed to YOP's £23.50 soon to be £25.

The second flaw concerns coercion through the removal of supplementary benefits. Not only are young people who join the scheme not going to be eligible for a whole year after they have left school but any refusal to accept a place on the programme deemed "unreasonable" will immediately result in a loss of benefits.

Only the previous week Mr Tebbit had been warned by two strange comrades in arms, the Trades Union Congress and Tory backbenchers that such a low allowance was unacceptable. The TUC had gone as far as to threaten to withdraw its support from the scheme.

Mr John Collins of the British Youth Council said, the withdrawal of benefits and the pitifully low level allowance will have the effect of making the scheme compulsory.

In stronger language, Mr Len Murray, general secretary of the TUC deplored the unworthy innuendo that young people needed to be conscripted into schemes. "There has never been any shortage of volunteers. Compulsion just won't work."

The National Association of Teachers in Further and Higher Education attacked the White Paper not only for its move towards compulsion, but also for the low level of proposed funding and the lack of statutory powers to ensure employers deliver training.

Natfhe believes the Government's programme jeopardizes and undermines the imaginative "Agenda for Action" published simultaneously by the MSC which has the wholehearted support of the Confederation of British Industry, TUC and education service. It hopes that it will be able to persuade Mr Tebbit to change some aspects of the proposals before the scheme goes ahead.

Even the MSC was taken aback by Mr Tebbit's proposed allowances and the loss of supplementary benefits. It said the proposals were at variance with its own approach.

The pessimists describe the scheme as a cheap and cosmetic exercise designed mainly to lessen unemployment figures, but on the positive side the venture goes some way to meeting the commission's own proposals in its consultative document.

It may be recognized in the future as the first real step taken by any Government since the war to revolutionize training arrangements in this country in line with the rest of Europe, even though priority has been given to unemployed youngsters.

What Mr Tebbit describes as the most far reaching and ambitious proposal ever put before Parliament will by 1983 offer 300,000 places to unemployed school leavers on a one year scheme of furter education, training and work experience which will replace the Youth Opportunities Programme.

Initially 100,000 places are to be provided from next year under the umbrella of YOP at a cost of some £400m.

When the new Youth Training Scheme becomes operational in 1983 it will offer the guarantee of foundation training and trainee status at an annual cost of £1 billion to all unemployed minimum age school leavers, while those who have worked but are now unemployed will become eligible for a six-month training period. Other under 18s will also be eligible for training but are not being offered guaranteed places. At the end of this period young people will receive a certificate.

The scheme based on the experience of YOP and the Unified Vocational Preparation programme aims to enable unemployed young people to adapt to the demands of employment, and have a fuller appreciation of industry, business and technology, and also develop basic and recognized skills which employers will require in the future.

It plans to do this in five ways: through induction and assessment; teaching basic skills such as literacy, numeracy; guidance and counselling; occupationally relevant education and training involving a minimum of three months off the job training or further education; and a record and review of progress in the form of a certificate.

Colleges of further education play a key role. The White Paper says this means a major expansion of around 80,000 full-time funded places by the Commission.

Little detail is given as to how colleges are to provide these extra places, except that it is seen as a challenge both the Government and the commission hope further education will meet.

Dr George Tolley, the chairman of the Further Education Unit board believes it can. "I see this as the biggest challenge for further education since the aftermath of the war. If you take the 80,000 places plus the 50,000 on UVP, it only represents 200 a piece for each college, so in absolute numbers it is perfectly manageable" he said.

But as Natfhe rightly points out the entire scheme will demand a massive reorientation and mobilization of further education, particularly to provide the kind of flexibility required.

"This will demand a massive generation of manpower, resources and staff development and here the Government's intent is questionable, in view of restricted public expenditure programmes" Mr Mick Farley, assistant further education secretary at Natfhe said.

Already this year, colleges found themselves forced to turn away young people wishing to stay on in full-time education because of lack of money. This is unlikely to improve by next year considering the questionable way the Government's extra £60m is to be distributed.

One of the major problems which exists with YOP will also not have been removed, as no attempt is being made to introduce educational maintenance allowances for those youngsters who remain in education and do not join any Government scheme.

Another criticism is that training for employed young people has once more been relegated to second place, although this was prominent in the original MSC proposals. The Government is expanding UVP to cater for some 50,000 young people in 1984-85 but their future in a more general scheme of foundation training for all young people will have to await the results of a high level working party being set up by the MSC to report on possibilities.

The Government is prepared to move on a new pre-vocational examination for youngsters aged 17 plus in schools and colleges. But whereas the Mansell report wanted its new curriculum approach to be for all youngsters including those without conventional qualifications, the intention now is to design it only for those with modest examination achievements.

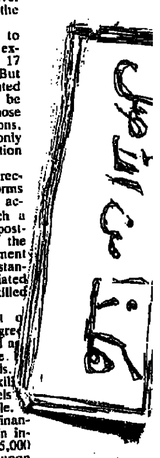
Although the White Paper has recognized the need for urgent reforms in apprenticeship training, real action, perhaps because it is such a contentious issue, has been postponed until 1985. By that date the MSC is committed with Government support to establishing relevant standards of competence with associated courses and certificates for all skilled occupations.

This would have the effect of eventually removing outdated agreements based on time-serving and restrictions and replacing these arrangements based on standards, so it would open up access to skilled work and training to higher levels for a much broader group of people.

The Government is to make financial support for skills training in industry – this was increased to 35,000 places in July – conditional upon steps towards implementation of these reforms.

The question of long term funding for training has also been left open, although the Government makes it perfectly clear that such responsibility, as in other major industrial countries, lies mainly with employers.

A general study of the funding of industrial training is to be undertaken by the MSC. A large scale expansion of public provision for training parallel to the public education system has been ruled out as objectionable. Why? – is the billion dollar question, but there are no prizes for the answer.



The politics of caring

Peter Taylor-Gooby on the potentially dangerous pre-suppositions behind social administration

Social administration is commonly conceived as a field of study in which the academic, whether social democrat, marxist, neo-classical or feminist, may set the thoroughbreds foaled in the disciplines of social science to work. This metaphor suggests an intellectual autonomy in the selection of appropriate method, technique and practice.

However, the nature of the field of study may predelimit choice. This leaves its mark in theoretical and conceptual practice in an area where recent work displays a rapid expansion of analytic interest. The Foucauldian pun of subjection to the subject provides a precise account of the re-entrant trajectory of social administration's theoretic liberation from its atheoretic heritage.

The uncritical empiricism displayed in the seedy past of the dominant tradition in welfare state studies has been analysed in various ways. *Uncritical*: the consensus on consensus theory has been explained by reference to the practical politics of influential fabians from the Webbs onwards, who chose to undermine existing structures of inequality by slow degrec, sapping the citadel from within; to the intellectual apprenticeship of the subject to functionalising to the close links between state demands for practical knowledge to direct policy and the enticements of research funding; and to the absence of a mass political party self-consciously committed to revolutionary change since the collapse of the IOF in the 1890s.

The dominion of the ideological here by ruling class interests is ed to be more or less total and ther hegemonic space nor the terial basis for a critical perspec- exists.

Empiricist: the fact-grubbing mod- of societal book-keeping has been ated to the genesis of formal demic work in this area in the E training programme for profes- nals, administrators and social rkers; to an intellectual back- ound rooted in the history of strug- against the Gradgrind utilitarian of the Victorian poor law: evi- nce that the deprived were not le-bodied shirkers who could be ced into work by terror of the arkhouse helped to make policy re humane: a history repeated not tragedy in the periodic cycle of rediscovery of poverty; and to voracious demands of the mod- state for statistics.

These both inform policy and sub- antiate the technocratic viewpoint at reduces political issues to social oblems soluble through the ap- cation of knowledge. Thus ine- uality is analysed as a problem of portation of particular minorities nable to an enhanced input of lightened administration.

The power of such auto-critique is nsiderable. However, some of the ginal shortcomings of an atheore- al adolescence scar the reformed aracter of academic maturity. The simulation of critical approaches has neither to schizophrenia nor to ligestion, but rather to a smooth abolism of nourishment for ex- ting structures.

The use of theory emasculates alysis. This throws into question original metaphor of free choice om trans-historical social sciences of tools to be applied to the transi- y instance of the welfare state. ne analogy between state demand a perspective that muffles the ntradictions of social issues by re- cing them to technical problems d the reduction of theorizing to technical matter of selection by tonomous judgment according to criterion of appropriateness becom- pressing. The assimilation of criti- e in the service of the social wel- e state may be illustrated in social ministrations ingestion of theory d the related transformation of ic concepts.

Feminists and marxists have de- oped important critical standpoints. ry McIntosh, writing in the new journal *Critical Social Policy*, argues that the women's liberation movement:

> 'saw the relevance of state policy not merely to those categories of women who receive or are denied state benefits – not merely to mothers and non-mothers, wives and non-wives, earners and non-earners – but to women as a whole category. It saw how state policies play a part in constructing that category and in constructing the idea of the family in which it exists. All women suffer from the stereo-type of the woman as properly dependent upon a man. But all also suffer in quite practical terms from the fact that there are few viable alternatives available.'

Similarly, marxists have argued that the link between the state in advanced capitalist society and state policies that defend the interests of capital is not accidental, but places powerful limits on the capacity of welfare to meet human needs without coercion. Both traditions challenge the conception of a welfare state as congenitally infected by ruling gender and ruling class. However, social policy study has managed its sword swallowing trick for both in such a way that their critical edge is dulled; moreover, this process takes place through the empiricist method that has characterized the development of the subject.

Much work now demonstrates the assumption of female dependency built into policies of comunity care, housing provision, social security regulations, the National Health Service, the for of education and elsewhere. This unargued premise is self-buttressing through the absence of alternatives. The development of the state form of welfare involved central appropriation of the indigenous institutions through which people met their needs: compulsory education brought the upbringing of working-class children under governmental control over the last third of the nineteenth century. Trade Union and Friendly Society social insurance was absorbed in the first half of the twentieth century.

The end of the second war saw the final assimilation of collective control of paid health care in the NHS. The family retains responsibility for child care, the meeting of needs through domestic work and the major share of care for the unwaged, and these burdens fall primarily on women.

The question of whether working-class families formed a basis in women's interest in the social dissolution of early industrialization is hotly debated. Contemporary policy assumes the existence of families as agencies for the production and distribution of need-satisfactions: at the same time, this assumption means that services to support women in this work are scanty. The low level of women's wages and the absence of adequate access to child care, benefits and housing limit alternatives.

While the facts are well charted, there is little discussion in social administration of why these state policies exist. The implicit perspective is that new information will radically transform state practice: social change becomes a technical matter in the constituted democracy of knowledge.

In marxist work the dulling of critique is even clearer. Marxism gained entry to social administration through the 'conflict theory' of George and Wilding. The perspective that has remained dominant focuses on class struggle as the motive force for historical development. The context wherein class-struggle operates, the question of how antagonistic class-interests are encompassed within a more or less stable form of state, escapes interest. This leads to the functionalism that sweeps problems of human action under the blackboard.

The ever-widening gap between the expanding demands on state revenue and the constricted resources available to meet them (crisis theory) is the basis of the recent development of a political economy of stagflationary crisis. The problem of accounting for the ideological current that creates and sustains the system in citizen's minds slips out of view in analysis of the mechanism in categories of struggle.

Continental marxist theory operating in a context where mass fascist and communist parties have formed part of the political landscape, has considered Marx's account of the formation of ideas in greater detail. The work of Coletti, Althusser and Habermas tackles in different ways the problem of the appeal to citizens of a particular form of state, standing at the conjunction of the defence of popular interest outside the war of each against all in the market and the constitution throught the market of public interest as private interest writ large. The dominant trend in U.K. marxist analysis remains at the level of the charting of class inequalities and the description of the process whereby social policy is warped to the interests of capital.

The question of why state welfare buttresses the institutions of capital and family rarely enters the agenda of social policy studies: this omission is both result and cause of the empiricist project of the subject. At the same time its subjection to the perspective of the state is apparent: from the viewpoint of a democratic, patriarchal, capitalist state the normative basis of its own existence exceeds what it can envision without self-contradiction: the efficient and uncritical feedback of facts is a prerequisite of effective management.

Similar points appear in the treatment of key concepts such as need and ideology. One strategy developed by those strands in social administration which seek to elevate the practice to the trans-historical status of a discipline and to weaken its links with the transitory phenomenon of a particular form of state is to redefine its focus as the meeting of need rather than social policy.

In a practice moulded in empiricism there is a strong risk that the two will be conflated. The tautology of the definition of need-satisfaction as the current output of welfare policy may be avoided. The problem lies in the conception of need blinkered by a given social form, as what the range of policies available within the welfare state are capable of providing.

The actual sets the limits to the possible, and in the practice of need-definition is rooted in the factual. This is, after all, the input to welfare-state academics, practioners and policy-makers. The possibility of a critique of current social arrangements to meet need through the apprehension of radical needs which the system cannot satisfy falls out of the clear circle of definition of the normative in the practical.

Among the more radical tendencies in social administration, the study of ideology remains undeveloped. It is on the British Empiricist tradition of marxism – the factual analysis of class struggle by such writers as Saville, Thompson, Gwyn-Williams, Miliband and Westergaard – that the recent work of the best-sellers Gough, George and Wilding and Leonard draws. The attempts by Lukacs, Gramsci, Coletti, Sartre, Althusser, Offe, Habermas, Altvater and others to construct accounts of consciousness and class-consciousness receive little attention.

Yet if the welfare state is a particular frozen equilibrium in the conflict of classes, a consistent deminion in currents in consciousness is a central issue.

Challenges to an orthodoxy of dulled critique are emerging in the women's movement which often a glimpse beyond the perspective of the state. Professor Rose seeks the material roots of ideology in lived experience. She argues that women's lives are structured by the state as providers of care through the reproduction of the family. Experience is forms action.

Recent women's struggles have sought to create alternatives beyond the state system, in self-help health care, the Women's Aid movement, rape-crisis centre and women's transport services: to "contest the hierarchical and sexist ordering of society and rehearse in microcosm the social relations of a transformed conception of welfare". The tradition of male class-based movements is to press demands through the state. To the extent that feminist initiatives form the basis for a new departure, a transcendence of welfare-statism is prefigured therein.

How to explain the paradox of an uncritical deployment of critical methods in the reproduction of empiricism? Horkheimer, in his 1937 programmatic statement to the Frankfurt Institute distinguished the conception of critique which achieved its classic statement in Kant's *Critique of Pure Reason* from that implicit in Marx's *Critique of Political Economy* or Freudian psychoanalysis.

The first approach delves behind knowledge to infer the conditions which constitute it: in Kant's work the dialectic of categories of mind and noumenal objects. The second seeks to reinterpret self-knowledge by demonstrating that it is a plausible, yet misleading and therefore replicable, construction on a hidden reality.

Marx shows how the experience of class-relations, mediated through the form of the commodity as autonomous individual actions generates classical Robinson Crusoe Political Economy. Psychoanalysis reinterprets experience – psychopathology, obsession, the freudian slip, dreams – as manifestations of an inner life, which is not immediately available to consciousness, but can be reflected in it in significance through anlysis.

Recent critique of social administration operates at the first level: it considers to account for social problems and social policy are produced within a framework that takes the form and role of state as given. The major task is to chart out the detailed practice of this role. The contextual tradition of marxism seeks to show how the anarchy of civil society introduces a value-slope – a bias – in ideas about the state which legitimates its role as capitalist state. Since social problems often express the contradictions of commodity production, policies to eradicate rather than contain them are unavailable.

Critical analysis of the perspective of the subject implicit in Kant's concern with that subject's knowledge led to the Hegelian conception of cultural and social order as the dialectic instantiation of concrete universals. Marx drew on French socialism to reinterpret such universals as social classes, and as the true actors of history. The recent trajectory of French intellectual life constitutes a comparable struggle, this time against the tyranny of the subject in Sartre.

Althusser rereads the humanist interpretations of marxism to construct an over-rigorous account of history as "a process without a subject". Lacan analyses the process whereby infants in becoming people structure themselves as subjects through their representation as such in language which predelimits their world. That which is not given to the subject in language becomes unconscious. Foucault's account of distinctively modern forms of societal control in *Discipline and Punish* anatomizes: "a certain way of rendering the accumulation of men docile and useful." The modern state must conceive people as subjects in order to control them. The central axis of co-terminus knowledge/power expressed in social formation is reinterpreted through the dissection of discursive practice. In social administration, knowledge is constructed through empiricism from the perspective of the state. The democracy of individual subjects with a common interest expressed in ideology both legitimates and makes possible this practice. The discourse of the state subsumes and remodels critical approaches after its own fashion. The mould is broken, the break remoulded.

The sociological sneer at social administration as 'societal book-keeping' misses the point that it was the commodity form that created the need for accounting, and that such accountancy is a crucial management tool of corporate state as well as corporation in advanced capitalist society. To return to our original metaphor: the tabula rasa conception of the subject state welfare inert before the application of theory inverts the power relations.

In the ideological practice of welfare state citizenry the assumption of a perspective of the state in social policy discourse presupposes that problems are analysed as they present themselves to government, as technical issues. Critique of the state/society couple is precluded: analysis becomes subject to the subject.

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Alan Walker on ageing – a problem that fits into none of the accepted categories of social welfare

The aging of the UK population and particularly the projected growth in the numbers of very elderly people (a 20 per cent increase is expected in those aged 75 and over in the next 10 years) has drawn attention to the gross inadequacy of social policy responses – in social security, housing, health and personal social services – to the needs associated with old age.

At the same time it has exposed the under-development of social gerontology in this country compared with other Western European countries and North America. The two observations are clearly related. The construction of concerted social policy rests on the development of adequate theories of aging and explanations of the social status of the elderly. Both elderly people and social gerontology occupy a low status in Britain compared with most other Western capitalist societies.

For example, state social expenditure on the elderly is lower in Britain than all other EEC countries except Ireland and Italy. While in the USA there is a Presidential Advisory Committee on the elderly and in France a minister for old age, there is no official national forum in this country with the specific task of representing the interests of the 9,000,000 retirement pensioners.

The blame for this low status cannot simply be laid at the door of social gerontology and other branches of the social sciences. Factors, such as the deeply ingrained ageism in Britain (which is most apparent in the debates about youth unemployment and early retirement) and structural inequality between old and young must also be taken into account in any thorough explanation. But many social scientists have tended to accept too readily developments which have contributed to the collective devaluation of the productive capacity and worth of elderly people by formal institutions in British society.

A great deal of influential research in social gerontology treats elderly people as a detached minority, independent from economic and political systems, and "their problems" in terms of individual adjustment to aging or retirement. Very little attention has been paid to the structural relationship between the elderly and the rest of society and the differential impact of social and economic institutions on elderly people.

An examination of the resources available to elderly people reveals sharp inequalities between them and younger adults, as well as the existence of abject poverty amongst some elderly people. They have been shown to be the largest group living in poverty ever since information has been collected systematically. Today just over one in four elderly people have incomes equal to or below the state's poverty line compared with one in twenty of non-elderly people.

Altogether nearly two-thirds of the elderly, comprising 5,100,000 people, live in or on the margins of poverty, compared with one-fifth of the non-elderly. The persistence of illness and death resulting from hypothermia and malnutrition among elderly people are stark remindes of the deep-rooted nature of this problem.

At the other extreme some elderly people look forward to a relatively prosperous retirement with substantial pension rights and protection from inflation, although subsequent bereavement, sickness or disability may severely reduce living standards. Inequalities between old and young and among the elderly must be explained if they are to be counteracted.

But recent official research on retirement and on the social circumstances of elderly people does not discuss the problem of poverty. Poverty is not mentioned as a subject area in the most recent register of major social research on old age. Of course gerontological researchers have not completely ignored the problems of poverty in recent years, but it certainly does not occupy the central focus that bald facts on the social condition of elderly people would appear to warrant.

More importantly, this neglect stems in part from, and in turn reinforces, a forebearance of poverty in old age on the part of the state. For example, the official guide to the care of the elderly in Britain does not mention the problem, and the first green paper on elderly people, issued in 1976, refers to poverty once, in a ministerial foreword which seems to imply that the problem has been solved. The subsequent white paper, published this year, does not mention the problem at all.

While the major problem of poverty in old age has been ignored in recent official research and policy statements, low incomes have been accepted as an inevitable consequence of old age and therefore something to which elderly people must 'adjust'. This acceptance is legitimated through theories of need based partly on age and narrowly functionalist theories of aging. The latter suggest, in essence, that with increasing age people withdraw voluntarily from roles and relationships, or alternatively that they form a sub-culture, distinct from wider society.

Either way elderly people are treated as a distinct homogeneous group who have, on the whole, adjusted to the aging process. The increasingly common distinction between the 'young-old' and the 'old-old' may be seen as a variation, rather than a departure from, these theories. Not surprisingly, pressure groups consisting predominantly of elderly people themselves, such as the Gray Panthers in the US, have totally rejected such stereotypes of aging and the elderly. Despite this opposition, however, the stereotypes of the elderly as a homogeneous group with special needs exerts a powerful influence on public attitudes and policies towards this group.

The low social and economic status of the elderly has been accepted by society, including many social gerontologists, as an inevitable consequence of advanced age, and as a result has received very little critical attention. One important reason for this acceptance is the domination in social science and popular discussion, of the life-cycle approach to need. Following Rowntree's pioneering studies of poverty and the life-cycle of family need, typical patterns of family development are super-imposed on a chronological age scale and it is then assumed that periods of need are the natural result of age itself.

Social policies have been related closely to age, particularly retirement age, rather than the specific needs, associated say, with disability. This approach effectively obscures inequalities between the elderly and younger people and amongst the elderly, as well as other social factors which play a part in determining need.

Secondly, little attention has been paid to the *differential* impact of retirement and other social processes on elderly people. One important example of this failure is the long-standing neglect of women in studies on the transition to retirement.

Thirdly, there is a danger that by creating or reinforcing negative stereotypes through the portrayal of elderly people as a group with universal needs, there is a danger that a 'generational tension' will be set up between the elderly and the rest of society.

Attitudes towards the elderly have not been openly and consistently hostile in British society, but periodic expressions of alarm at the 'burden of dependency may be seen as the result of socially divisive attitudes and policies. Although they cannot be simply dismissed, since to do so would ignore significant variations in status and experience between different groups of elderly people. Alternative explanations of both widespread dependent status and deep-seated poverty are called for.

Approaches to age and aging based on the implicit assumption that the elderly can be treated as a distinct social group, in isolation from the rest of the social structure, have provided a totally inadequate basis for an explanation of the persistence of poverty in old age, and continue to obstruct the formation and application of social policies aimed at solving the problem.

Moreover, consideration of the activities of the state in relation to elderly people has been largely confined to an assessment of the beneficial or potentially beneficial aspects of pension provision, residential accommodation and other social services.

Although these social policies may be criticized for being inadequate in scope and coverage, they are usually accepted as wholly positive increments to the welfare of elderly people. The role of the state and state 'social policies' themselves in creating and enhancing dependency, therefore, has been largely overlooked.

In contrast to individualistic theories of aging and the causes of dependent status based on the isolation of elderly people from social processes and values, an approach based on political economy would locate the elderly firmly within the prevailing social and economic structure.

Thus rather than concentrating on biologically based differences in aging and individual adjustment to the aging process, it would focus on the social creation of dependent status, the structural relationship between the elderly and younger adults and between different groups of the elderly, and the socially constructed relationship between age, the division of labour and the labour-market.

It would, in short, shift the locus of research and policy away from the 'problems' of elderly people or of aging towards the social institutions and processes which distribute resources *prior* to retirement and those social policies sponsored, directly or indirectly, by the state, which create and manage dependency.

Thus it could be argued at length, that poverty is a function of low economic and social status prior to retirement which restricts access to a wide range of resources, and secondly, of the imposition of depressed social status through retirement. Differential social and economic status in the labour-market presages a variety of post-retirement experiences.

Despite evidence on the wide variety of capacities and knowledge among older workers there has been an increased tendency in recent years to exclude them from the labour-force at a fixed age (between 1971 and 1981 the proportion of men aged 65 and over who are retired has risen by 10 per cent).

Moreover, the tyranny of age-barrier retirement provides the motivating force for a more general devaluation of the worth of elderly people. When older workers are not required by capital or the agencies of capital they are superannuated and often encouraged to withdraw from the labour-force prematurely, and their skill, ability and knowledge is dismissed in derogatory terms such as 'adolescent', 'unproductive' and 'inefficient'.

There is no evidence, however, of a decline over time in the productive capacity of older workers at any given age, say 65, so that the emergence and forceful application of age-barrier retirement must be explained primarily in terms of social and economic factors.

What are frequently identified as individual problems of consumption, low incomes, savings, inadequate stocks of consumer durables and so on, may be traced to the structure and organization of production and the particular pattern of inequality and social construction of age it generates.

On this basis it is possible to begin to explore some aspects of the complex relationship between aging and the social organization of production. The structural basis for the dependency of elderly people is one facet of the dependency of all labour on capital, but elderly people are particularly disadvantaged by developments in the organization of work, such as changes in industrial techniques and processes, the restructuring of capital, the growth of professions, the spread of credentialism and so on, which deny them access to an increasing range of jobs and confine them largely to low status employment.

Changes like these in the industrial and educational sectors have contributed to the increasingly rigid age stratification of capitalist societies, and state social policies are one of the mechanisms through which this rigidity has been increased significantly in recent years.

Segretative social policies have combined to define, at a particular point in time, those who are no longer useful to the process of production. The effect of this exclusion is to depress the status of elderly people relative to younger, productive adults and to sustain inequalities between different groups among the elderly.

The superannuation of elderly workers from a life-time's productive activity, at a fixed age regardless of ability, is legitimated however, by institutionalized social policies which underplay the mandatory aspect of retirement and stress, for example, the poor rewards from continued employment, the need to make way for young people, the need to avoid accidents or ill-health and the need to enjoy leisure.

Just as the sociology and economics of aging have tended to neglect the political economy of old age, so 'political gerontology' has concentrated on individual participation, voting and pressure group activities. The latter is not wholly surprising since much of the writing in this field derives from the pluralist tradition in the US, but this neglect means that major sources of inequality in old age and between the elderly and the rest of society have been relatively unexplored.

A thorough-going approach based on political economy would combine sociological, economic and political anaylses. For example, in an examination of differential command over resources, the exercise of professional power over the lives of elderly people, the application of segregative social policies, benefits and services and the social creation of dependent status.

In the absence of an analysis of the *structural* relationship between the elderly and the rest of society, social policies have failed to tackle the serious and persistent problem of poverty in old age. Instead low incomes have been accepted as a 'natural' result of old age. Unless social gerontology can come to grips with the challenge presented by the recent growth and management of dependency, elderly people are likely to be increasingly characterized as a 'burden' both financially and socially.

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These and some related issues are considered in greater detail in my article 'Towards a Political Economy of Old Age' in *Ageing and Society*, vol. 1, No. 1, March 1981 (published by Cambridge University Press).

Popper in Utopia

Heinz Lubasz reassesses the political philosophy of the Open Society

Ever since the publication in 1945 of Professor Karl Popper's chief work on political philosophy, *The Open Society and its Enemies*, Popperians and Marxists have been at one another's philosophical throats over the question, "What is science and what is scientific method – especially when we're talking about politics and society." In *The Open Society and its Enemies* Professor Popper argues that scientific method is a trial-and-error method; that a scientific politics is therefore a trial-and-error politics; and the Marxists offend on both counts: their method isn't scientific, and their politics aren't scientific either, but downright Utopian. In reply Marxists of various persuasions have denounced Popperian science as positivistic, bourgeois and reactionary. The battle still rages in every university I know of.

I've been trying for some time to get to the bottom of this controversy. In order to do that, I've been reexamining Professor Popper's political philosophy in the light of his philosophy of science. That's an essential step, because his ideas about applying the method of trial-and-error in tackling social and political problems are just an extension of his view that scientific method is a trial-and-error method of tackling scientific problems. The conclusion I've come to is that if Popper is right about science and scientific method, then his conception of a scientific or rational politics is, in its own way, every bit as Utopian as the Marxists'. This is because, on Popper's own account, the possibility of solving scientific problems by means of trial-and-error presupposes the existence of certain very special conditions. It presupposes the existence of a scientific community which is completely harmonious. A *political* community which was as harmonious as is scientific community is would surely be a Utopia, a scientific utopia.

Both the conception of scientific method as a trial-and-error method and the conditions which it presupposes are set out in Professor Popper's first and most brilliant book, *The Logic of Scientific Discovery*, which was first published (as *Logik der Forschung*) in Vienna in 1934. A minimal summary of his conception of scientific method might go like this. Science contains its solving problems by means of conjectures and refutations. First the scientist makes a conjecture, a bold but informed guess as to how a given problem might be solved. Then he and other scientists test this conjecture as severely as possible, looking for errors. If the conjecture stands up to the severest tests that can be devised, then it's accepted as a good solution for the time being. But if it fails to pass these tests, then it's been refuted and is promptly thrown on the rubbish heap of science.

The conjectures are no more than their name implies: guesses, attempts, trials. What we laymen usually think of as the nitty-gritty of scientific research – experiments, measurements, observations, calculations and all the rest of it – all this isn't part of the process of discovery; it belongs to the process of testing. Paradoxically, Professor Popper's *Logic of Scientific Discovery* announces that there is no logic of scientific discovery: there is only a logic of testing. The process of discovery is a creative process, a burst of inspiration akin to artistic inspiration – hardly the sort of process logic can script. The philosopher of science deals only with the logic of "the *subsequent tests* whereby the inspiration may be discovered to be a discovery, or become known to be knowledge".

Here is the crux and core of Professor Popper's revolution in the philosophy of science: experiment and observation are moved from the side of the ledger marked "discovery" and placed on the other side of the ledger, marked "testing". This simple shift has one revolutionary corollary: it means that the scientist now gets on his problems not by looking at nature, but by puzzling over some feature of the existing body of scientific doctrine. The scientist sets out, as it were, not from nature itself but from a *picture* of nature, the picture of nature which for the time being is accepted by the whole scientific community.

Indeed, his fellow-scientists play an all-important role at every single step he takes. The scientist sets out from the picture of nature already accepted by his fellow scientists. The problem he *worries* about is already known to be a problem. The conjecture he comes up with, together with the relevant documentation, is submitted to the judgment of his fellow scientists in much the same way as evidence and argument are presented to a jury – a jury of his peers. The appeal is never directly to "the facts" themselves, because "the fact" are simply not directly accessible. It is for the jury – the scientific community – to decide what is and what is not to count as a fact, to decide whether the tests have been sufficiently severe, to decide – finally – whether or not the conjecture submitted to them is to count as a good solution of the problem. This is why agreement within the scientific community is all-important for trial-and-error science: Popperian science would be impossible if every jury were a hung jury.

The analogy between the scientific community and the jury of one's peers is Professor Popper's own; so is the assumption that this jury is always in substantial agreement, that the scientific community is a community of complete consensus. "A scientist," says Professor Popper, "a scientist engaged in a piece of research, say in physics, can attack his problem straight away. He can go at once to the heart of the matter: to the heart, that is, of an organized structure. For a structure of scientific doctrines is already in existence; and with it, a generally accepted problem-situation. This is why he may leave it to others to fit his contribution into the framework of scientific knowledge." So reads the very first paragraph of Professor Popper's very first book.

It's a paragraph that makes it pretty clear that the scientific community is a quite exceptional kind of community, and a very poor model indeed for the political community.

Professor Popper's scientific community is first of all a community of trained experts; all of whom subscribe to one single view of the world, to a single set of beliefs as to what reality is like, namely to "the structure of scientific doctrines." A trained physicist knows his physics; and the physics he knows is the physics every other physicist knows. That alone makes the physicist a very different animal from the ordinary member of the political community. The one thing an ordinary citizen is *not*, is an expert: he is *not* (except in Plato's Utopia) trained for his political role; he does *not* (except in Marx's Utopia) have the same view of reality as every other citizen; above all he is *not* (except in Popper's Utopia) *merely* an expert: the physicist *as* physicist isn't rich or poor, powerful or powerless; it has no bearing on his physics whether he belongs to a privileged class or to a coloured minority. But these things *do* affect the citizen's politics: the citizen's politics are *not* just a matter of expertise. One can readily imagine that physicists who all share the same view of reality can agree completely as to what the problems are which, at any given moment, cry out for solution; but it's surely unrealistic to expect such agreement among citizens.

If one compares the measure of agreement that's required if a trial-and-error method is to work in science with the measure of disagreement that's likely to exist in any political community, one will hardly expect a trial-and-error politics to be feasible. But there's another dimension of difference between the scientific community and the political community; this second dimension has to do with the conditions under which physicists carry on their activities. An important hint as to how exceptional these conditions are is given by Professor Popper when he says that the scientist can "leave it to others to fit his contribution into the framework of scientific knowledge."

One physicist can leave it to others to fit his contribution into the framework of scientific knowledge because physicists are all trained to *do* physics in much the same way. They learn the same (technical) language, the learn the same standards, they learn the same techniques. Not only do they all speak the same language: they very rarely quarrel about the meaning of words; and if they happen to do so, they can quickly agree on a definition. This is largely because what matters to the physicist is the nature of physical reality, not the words he uses to describe it. Hence Popper's Golden Rule: "Never quarrel about the meanings of words." This may be a perfectly sensible rule for scientists; but it is *not* a sensible rule for politicians or citizens, because in political life the meanings of words are not just a way of *describing* reality; they are part and parcel *of* the reality. Say, for example, that in a certain political community at a certain time only a free man has the right to vote. It will then be a very important question whether a man who works for wages is deemed to be a free man. For if he isn't, he's not just being described as unfree; he's denied the right to vote. And that's a political reality, not just the description of one. Besides, if the man who works for wages believes that he *is* free, he may fight for the right to vote. Literally quarrelling about the meanings of words is what a lot of political life is all about. That's another reason why the scientific community is a poor model for the political community.

The differences between the scientific community and the political community appear just as great when one considers standards and techniques. The physicist's standards are technical standards: a solution is a good solution if it meets certain standards of accuracy, adequacy, elegance, and so on. Standards of this sort can be learned, and they can be accepted by all physicists. By contrast, the citizen's standards are largley moral standards: a political solution is good not when it is correct, but when it is fair or just. Fairness and justice need not concern the physicist at all. The physicist need not ask whether the theory of relativity is good for the universe, or whether splitting atoms is a fair way to treat them. By contrast, the citizen does ask whether a solution is fair and just, especially to himself. Suppose that the problem to be solved is the problem of inflation. And suppose the solution adopted is to raise the interest rate. Suppose, finally, that the solution is successful – in due course the rate of inflation declines. From a technical point of view, the solution is a good one. But raising the interest rate has thrown many people out of work and put many businesses out of business. The citizen who is thrown out of work, the citizen who is put out of business are very likely to ask whether the solution was a good solution – whether it was fair and just. It's equally likely that these citizens and others will disagree sharply about the fairness and justice of the solution. In the political community the standards by which a solution is judged are not uniform and cannot just be learned, because they are not merely intellectual standards. They are not and cannot be purely intellectual standards for one very simple but sufficient reason: a political solution affects the lives of the people whose problems it is supposed to solve. The object of concern in a political community is the life of the community itself. The object of concern in a scientific community is always "out there"; it's never the scientific community itself.

Perhaps this is the biggest difference of all between the scientific community Professor Popper has in mind and the political community. We see the difference the minute we imagine the scientific community dealing with its own affairs. Take cyclotrons. Cyclotrons are large and expensive. They are also indispensable equipment for many physicists. Should poor members of the scientific community who can't afford their own cyclotrons have free access to other people's? What if the others object? Should all cyclotrons be nationalized? Or should one hope that a charitable society might arrange to make underused cyclotrons available at odd hours to the deserving poor? Problems of this kind can't be settled in the way that the question, "What is the specific gravity of water?" can be settled. That doesn't of course mean that they can't be settled, or that they can't be settled peacefully. It just means that they can't be settled by a method of trial-and-error.

Karl Popper: achieving harmony through the first person plural

Trial-and-error may work where there is a shared view of the world; where it's agreed in advance what the problems are; where uniformity of language, standards and techniques allows the whole community to accept a proposed solution as good or to reject it as a poor solution; where the dissident or the Doubting Thomas can simply be told, "If you don't think this is a good solution, just get out your telescope and look for yourself." Above all, trial-and-error may work when the problems to be solved are "out there". These may well be conditions which, from a logical point of view, may be presupposed of the scientific community. To presuppose them of the political community is simply Utopian.

But *does* Professor Popper actually presuppose them of the political community? He does. The Utopian community, the completely harmonious community is present throughout *The Open Society and its Enemies*; it's just very difficult to spot, and it took me a long time to spot it. Professor Popper's Utopian community takes the most modest form imaginable; it makes its appearance in the form of the first person plural pronoun "we". Whenever Popper wants to say what the members of the Open Society can do, how they can solve their problems, or why it is that trial-and-error politics is the rational politics, he always says "we". So, for example, when he discusses the crucial problem of how to control power. "Once we have achieved formal freedom," he writes, "we can control vote-buying in every form. There are laws to limit the expenditure on electioneering, and it rests entirely with us to see that much more stringent laws of this kind are introduced. The legal system can be made a powerful instrument for its own protection. In addition, we can influence public opinion, and insist on a much more rigid moral code in political matters. All this we can do. . . ." It's a most sensible picture; but is it politically realistic? Are all the members of the or any other political community equally well placed to influence public opinion? Do they all agree that political power should be limited? That limiting political power is the great problem? That making laws limiting expenditure on electioneering is the right solution to the problem? That power *can* be controlled by setting up a moral code? Professor Popper's modest "we" is the pre-supposed, pre-established harmony which begs the political question. And is his rational, his scientific Utopia.

And yet this scientific attitude to politics *can* be a realistic one – so long as it's not applied, as Professor Popper applies it, to the whole community, but to a political elite. A political elite such as a junta, or a bureaucracy, or a cabinet of government ministers *could* resemble the scientific community in its essential features. Such an elite might be in complete agreement as to what the world is like, what the problems are, how they are to be solved, and what is to count as a good solution. A political elite could resemble a community of scientific experts – so long as it was in a position to treat the rest of the political community the way physicists treat the physical universe: as something "out there". At that point political problems would resemble technical problems – but only at the price of abandoning the whole notion of the Open Society.

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BOOKS

Why Superman should never marry

by Philip Thody

Questions of Cinema
by Stephen Heath
Macmillan, £12.50 and £4.95
ISBN 0 333 26122 4 and 19528 7

The Role of the Reader: explorations in the semiotics of texts
by Umberto Eco
Hutchinson, £5.50
ISBN 0 09 146391 2

I wonder what Sam Goldwyn, who once observed that a verbal contract was not worth the paper it was written on, would have made of Stephen Heath's *Questions of Cinema*. For even he, the man who held that anyone who went to see a psychiatrist wanted his head examined, might have found some of Mr Heath's sentences a bit odd. Take, for example, the one on page 13.

In the intermittence of its images (Benjamin's "constant sudden change"), film is a perpetual metonymy over which narrative lays as a model of closure, a kind of conversion of desire (metonymy is the figure of desire in psychoanalytic theory) into the *direction* of the subject through the image-flow (representation, the positioning of the subject, is as much a fact of the organization of the images as of the fact of the image itself).

Sam may not have been a fellow of Jesus College, Cambridge, an eminent literary critic and the author of a very good book in French on Roland Barthes, *Vertige du déplacement*. But even he would have known the difference between the transitive "lays" and the intransitive "lies", and this example is also typical of how Mr Heath constructs his sentences: by running chunks of jargon into one another like a retarded five-year-old bolting together pieces of Lego. For when he talks about "Narrative space", it's even worse.

The narration may well be given as visible in its filmic procedures; what is crucial is that it be given as visible *for the narrated* and that the spectator be caught up in the play of *that* process, that the *address* of the film be clear (does anyone who has watched, say, *The Big Sleep* seriously believe that a central part of Hollywood films, differently defined from genre to genre, was not the address of a process with a movement of play and that that was not a central part of their pleasure?).

TM & © DC Comics Inc. 1978, 1980

As Mr Goldwyn might have put it, "You gotta make movies the schmucks can understand", and Mr Heath may write as he does to remind us that we do not go to the cinema for pleasure alone. For if *Questions of Cinema* has a theme, it is that the "universal language" of motion pictures is not as simple as Charlie Chaplin made it look. Because our model of story-telling is Sophocles's *Oedipus Rex*, in which past events explain present circumstances by a series of revelations which look to the future, we think all narratives have to be like this. And because we see space in terms of the perspective system developed by the Italian painters of the fifteenth century, we cannot shake off this supposedly natural frame of reference.

I think that Mr Heath would like us to see and present things differently, but I may be quite wrong. The way he writes gives him the great advantage of being able to tell his critics that they have totally misunderstood him, and there are clearly advantages in this. But since what he has to say is often very interesting, it is also rather a pity. For because most of us have grown up with the idea that the cinema screen as we know it is the most "natural" way there is of telling stories through moving pictures, it is very salutary to be reminded, on the very first page of *Questions of Cinema*, that it started off with spectators sitting on either side of a translucent screen. It is also refreshing, in a supposedly post-ideological age, to come across a critic who writes from a specifically Marxist viewpoint (albeit "corrected" by Althusser), and to see how the often elusive ideas of Jacques Lacan can be applied to such common experiences as crying at the 1939 version of *Good-Bye, Mr Chips* or cheering when Bronson shoots the baddie.

These, I hasten to add, are examples of the films that I like talking about, and I also had problems following Mr Heath's arguments because he talks much more about Oshima Nagisa's *Death by Hanging* – which I have not seen – than about *The Taking of Pelham 123*, which I have. Like Umberto Eco, whose *The Role of the Reader* is also a collection of essays written over a period of years, Mr Heath sets out from the basic principle of structuralist semiology: that all stories are written in codes, and tell us nothing about the world outside their own narrative conventions. It is this which leads Mr Heath to devote so much attention to what he calls "suturing", the joining together of the otherwise discrete sequences of filmed movement to form a continuous narrative. It is also linked to what I take to be his major ideological theme. That cinema is:

> an institution of representing, a machine for the fabrication-maintenance of representation; it is as such that it is a crucial ideological investment, as such that it is developed and exploited, for a narration of the individual as subject in a narrative that is its mapping – again and again, the constant termination – within the limits of existing representations and their determining social relations.

Professor Eco is a clearer and more amusing writer than Mr Heath, and one who has been very well served by his translators. He also contradicts what I had earlier been led to believe was one of the basic principles of semiotics by very frequently using language to communicate, and his essays on popular culture are at one and the same time as good as anything in Orwell and more systematic in their approach. For what he does, especially in his essays "The Myth of Superman" and "Rhetoric and Ideology in Sue's *Les Mystères de Paris*", is to look closely at stories which have attained a genuine popularity, and to do so in terms of how their authors go about providing what their audience expects of them. Perhaps the most important contribution which structuralism and semiology have made to literary criticism is to have directed attention away from the relationship between the text and its author and towards the more interesting problem of the conscious or unconscious presuppositions about his readers which the author has to make when he writes in order to be understood. Professor Eco takes this a step further when he concentrates, in his analysis of Superman, as well as of Rex Stout's presentation of the adventures of detective Nero Wolfe, and of the apparently inexhaustible appeal of James Bond, on the features in these books which have enabled their authors to attain popularity by making their private dreams into the public myths of a whole society.

For this is what success as a popular author means, and the disappointment which the writer feels when the literary formulation of his private vision does not catch on is not only a financial one. It is that of a person who has tried to make his contemporaries see an important aspect of experience as he sees it, and has failed. But success, as Professor Eco very sensibly observes, brings all kinds of technical problems in its train, and in the case of Superman these are especially fascinating when they involve relating the time scale on which his adventures take place to that of his sexuality. For why does Superman, who as everyone knows is in love with Lois Lane, never marry her? The answer, as Professor Eco observes, is not because of some supposed if hidden homosexuality of the type which clearly links Robin and Batman together. It is that to marry would be to take an identifiable step forward in time, and consequently towards Superman's death. Since the whole point of his adventures is that they shall go on for ever, any specific event which marks a fixed moment in time has to be avoided. Hence the development of what Professor Eco rather nicely calls Superman's "heroic Parsifalism", and which admirers of the detective story might also link to the notorious sterility of sleuths. For it is not only Holmes, Father Brown, Miss Marple, and Hercule Poirot who are childless. It is also, more curiously since he is so attractively unorious, Simenon's Inspector Maigret, and the real explanation is the same in all five cases: the appearance of a child would constitute a temporal event that would make the constant repetition of the same events in an apparently real world tip over from the agreeably acceptable into the puzzlingly impossible.

For as Professor Eco observes, the quality which the reader of popular narrative is looking for is what he calls "redundance": the knowledge that the excellent Mrs Hudson will always offer Holmes a choice between devilled kidneys and curried mutton for breakfast when he returns from a night chase over Dartmoor, the certainty that Brett Halliday's Michael Shane will have cognac with a glass of cold water, the inevitability with which the various *topoi* in the Nero Wolfe saga invariably follow one another towards the final resolution of the mystery. Indeed, as Professor Eco points out, the real difference between popular and "superior" art lies precisely in the fact that the latter offers no reassuring repetitive patterns but only "schemes in evolution, grammars which mutually eliminate each other, and codes of continuous alternation". We do not, in other words, know what is going to happen next, and Professor Eco's now famous distinction between the "open" and the "closed" text lies precisely in the different role which the reader's imagination is expected to play. For while, in the second, we hand our freedom over to the narrator with the comfortable certainty that he will guide it along familiar and reassuring paths, the "open" text sends us out to navigate the sea of an ambiguous narrative alone, on a journey in which it is we who have to choose not only which route to take but the very destination at which we would like to arrive.

Readers unfamiliar with this distinction – a crucial one in what I always think of as the missionary aspect of structuralism and semiology – would find Professor Eco's general argument easier to follow if they began with the essays on Superman, Sue and Bond, and only then looked at the essays printed at the beginning of *The Role of the Reader* on "The Poetics of the Open Work" and "On the Possibility of Generating Aesthetic Messages in an Edenic Language". Like his fellow semioticians Professor Eco does not always avoid jargon. He also shares the common habit in what is still a somewhat esoteric discipline of assuming not only that everyone already knows what Greimas, Peirce, Kristeva and Propp have said, but that we also agree with them. On the other hand, he does provide, by an example from the world of music, as clear an indication as anyone of what he means by an "open" text. For when he remarks of a number of pieces of music by Stockhausen, Berio and Pousseur that "considerable autonomy is left to the individual performer in the way he chooses to play the work," it is not difficult to translate this into the field of literature and admire verbal constructs which explicitly invite the reader to interpret them how he chooses, and my only real problem here is a matter of taste. I rather like books which offer me not only an intelligible story but also what John Weightman once called the "security in depth" which characterizes masterpieces and which is given by the realization that the author has, in a sense which can be ultimately defined, got his values right.

It is clear that anyone who comes either to literature or to the cinema with a belief either in the importance of content or in the relevance of social or moral values is not going to find much to interest them in the semiological method practised in these two books. Mr Heath, following his mentor, Roland Barthes, would probably say that we ought not to approach texts with these preoccupations in mind, any more than we should look to literary criticism for the formulation or justification of value judgments. This is a defensible if slightly narrow viewpoint, and is paralleled in the writings of the structuralists by a tendency not to deal with what one might call "major works". Barthes set the fashion by talking about a very minor work by Balzac, *Sarrasine*, in *S/Z*, and I found it a pity to see Professor Eco expending so much energy on an even more minor work, Alphonse Allais's *Un drame bien parisien*. The French humourists of the late nineteenth and early twentieth century made a special point of writing stories which explicitly set out to make fun of the normal conventions of reason, logic and verisimilitude, and thus to confuse the reader in all his expectations. Ionesco did the same thing marvellously in the housemaid's speech in *The Bald Prima Donna*, and Allais's drama is constructed on exactly the same principle as the speech in which she makes fun of the conventional "recognition scene" of bourgeois drama. It consequently seems to me rather a waste of time to go on so long about a text which is simply a deliberate practical joke designed merely to show that you can – if you want – write the first three quarters of a story according to one set of conventions and then suddenly change gear for the last quarter.

The fact that the semiotician's insistence on seeing all stories as the manipulation of codes should lead to an enthusiasm for texts of this kind is, of course, like Mr Heath's admiration for certain kinds of experimental cinema, another indication of what I have already called the missionary aspect of the discipline he practises. Since the starting point in semiology is the rejection of the idea that the codes in which we write can tell us about anything but themselves, it even becomes a cardinal rule of story-telling to make the reader jump from one code to another, suddenly switching him from the conventions of bourgeois realist drama to those of surrealist farce. Only in this way will you bring home to him how arbitrary and conventional the codes that we mistakenly see as natural really are. Perhaps this is why Mr Heath writes as he does. Perhaps he wants us to see prose itself as an arbitrary code which could well lose the desire to communicate which has characterized it in the past and yet continue to work, albeit in a different way. For if, as he says, the cinema presents us not with a just image but with just an image, we can indeed never say or show anything, and never be taken to task by the critic who claims that we are not telling it like it is.

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OOKS

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ld Toynbee
University Press, £12.50
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Toynbee completed this
ortly before his death in his
xth year. Before embarking
panoramic survey of the
civilizations, *A Study of His-*
had specialized in Greek
ancient, Byzantine and mod-
this book he returns, in a
ristic spirit of challenge, to a
ich has always been central
storical thinking.
opic might at first sight
ell worn, but the treatment
rom conventional: it starts
question – why have the
own reactions to their herit-
ered so greatly at different
their history? The book's
et provides a remarkable
nalogue to the theme – a
he Plaka, the oldest quarter
rn Athens. Against the sky-
silhouetted the majestic out-
the Propylaea: beneath in
g order of vision are the
s of the Acropolis, cypres-
ble-down tiled cottages, a
e church, a neo-classical
h-century residence, and
e bustling street-scene of
axis, hotels, discos – two
of "heritages" caught in a
me.
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skrit word *Karma*, defined
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n upon present action. We
concerned not only with the
Greek civilization *per se*,
ged by others, but as seen
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ence.
mparison with such a work
udy of History the present
pts a historical rather than
phical approach: its purpose
te selected phenomena, to
developments and to assign
ather than to draw a moral
growth or decay of a civi-
Toynbee surveys four main
of the Greek past – the
an era and its predecessors,
Hellenic, the Byzantine and
ern. The moralizing strain is
rely absent, since at the end
ified the author considers
ctive successes and failures.
assages abound in original and
ical judgments: for example,
al debacle or the collapse of
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nity than a tribulation, if the
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y an excessive reverence for
, or a crushing burden of
Thus the Hellenic era was
y the lack of historical re-
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of the foundered Mycenaean
and the Ottoman Empire in
so "liberated" its Greek sub-
hen the latter began to dis-
pportunities for trade which
ot have existed under Byzan-

so many of his books, Toyn-
ngs to *The Greeks* a formid-
nnopoly of learning, wielded
ceptive ease: it is a cultural
conceived in the broadest
which embraces archaeology,
e, the visual arts, philoso-
litical, military and economic
and last but not least reli-
istory. It is in this area that
the *coté faible* of the Helle-
ization: the rural Greek reli-
s so similar to that of other
ural peoples that the non-
peasant had little to learn
while the official religion of
-states could not appeal to

peoples living under a different mode of government. On the other hand while many western commentators on Greek culture have tended to echo Shelley's credo, "We are all Greeks", Toynbee gives full weight to the antagonisms which continued to separate the Eastern Orthodox Christians from the West from at least the eleventh to the eighteenth century.

Nearly half of the book is devoted to the history of the modern Greeks, a time-span which occupies barely two centuries. But the allocation of space does not imply a judgment on the relative importance of the various periods: rather it reflects the conception of a cumulative heritage, so that the design of the book follows the pattern of a family tree. Thus the concluding section not only defines the achievements of the moderns, but also describes the final outcome of many phenomena, the origins of which were considered in earlier chapters.

One of these is the use of the country's scarce resources of fertile land. From time immemorial Greece has been a rural society, whose civilization rested upon the labours of the cultivator: the peasants provided the backbone of the city-state and of the early Eastern Roman Empire. By the time of the War of Independence five sixths of them had become landless hired labourers. Little more than a century later, not only had the land been equitably distributed, but the Asia Minor refugees had been successfully absorbed, two of the most remarkable achievements of the modern state, in Toynbee's view: yet hardly had these been accomplished than they have been undermined. A small holding no longer provides an acceptable living, the farmers sell their hard-won land and move to the capital, but Athens cannot generate the industry to employ an ever-increasing population.

Another thread which runs all through the book is the evolution of the language, from Linear B to the modern conflict between the "pure" and the "demotic" vocabulary, with its social and cultural implications. A third is the character of the Greek polity and the problem of the unification or dispersal of the Greek community throughout the ages.

Toynbee has often preferred the kind of historical composition which is executed in broad, sweeping strokes: he writes, it has been well said, as a spectator of all time and existence, and this approach has tended to set him apart from the specialized nature of modern classical and historical scholarship. The present book draws to a considerable extent upon secondary material in the earlier chapters: its originality is concentrated in the main in the final section. One may disagree with particular judgments or conclusions, but it is impossible not to admire the vigour of the style, and the author's extraordinary capacity to digest, to generalize and to open fresh historical perspectives. His love of Greece pervades the book: he shows himself both a life-long devotee and a candid friend.

Ian Scott-Kilvert

Ian Scott-Kilvert was formerly director of literature at the British Council.

Brief encounters

A Shorter History of Greek Art
by Martin Robertson
Cambridge University Press, £28.00 and £9.95
ISBN 0 521 23629 0 and 28084 2

Although this volume has its origins in Robertson's *A History of Greek Art* (1975) it is essentially a new book, intended to be "a more or less self-sufficient introduction to the subject".

Robertson has achieved the abbreviation by the selection of fewer objects for discussion rather than by a more summary treatment. The *Shorter History* is, in fact, specifically tailored to the needs of the interested general reader, ably answering all the basic questions in a straightforward and non-controversial manner. As in the larger version, the allusions in the text run ahead of the illustrations, which are well printed but rather patchily distributed, and which are sometimes placed without regard to relative size – the Pergamon frieze (2.3m high) squashed in above another relief (0.6m high), for example. The main drawback of the new work is that three quarters of its references are to notes in the original book, so that the curious reader is obliged to have both books to hand if he wishes to chase up references.

Robertson's approach to Greek art is "artistic" rather than "archaeological", for his preoccupations are artists and movements, stylistic development and interchange, and the appreciation of aesthetic quality. The chapter titles are couched in terms of stylistic change – "The Great Change", "The Classical Moment" – but we are never told, directly and simply, what these terms mean.

Robertson's style, discursive and elegant though it sometimes is, can also be abrupt, switching sharply from one subject to another without any explanatory lead-in. "The Classical Moment", for example, launches straight into the intricacies of the Parthenon and its construction. The reader is left to deduce how changes in style came about from the odd remark: the sixth-century artist "hardly able to contain his vision within the conventions he has not yet brought himself to break"; the "moment of change from archaic to classical": the change from classical to Hellenic is "much less profound", and so on.

It would be naive to demand that any author supply political or social "reasons" for changes in style; but perhaps Robertson might have stepped back a little from the material he discusses so well, and taken in a broader sweep, as it were, including architecture; so that the context of Greek art and hence some part of its purpose could have been discussed in more detail. Space could easily have been made for that purpose, for some of the treatments of individual groups of work (such as the Temple of Zeus at Olympia, and the Parthenon) are straightforward description and mythological account; they could have been shortened.

A Shorter History of Greek Art will be read with pleasure, for the writing animates the works discussed. As a sensitive and personal treatment of Greek art it will survive as a shorter version of its big brother. Although beginners may need to supplement it with one of the textbooks available, it will tower above the majority through its scholarship and subtlety of ideas.

Michael Greenhalgh

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Coastal mists

Turner's Rivers, Harbours and Coasts
by Eric Shanes
Chatto & Windus, £15.00
ISBN 0 7011 2569 1

Each new selection from the riches of Turner's production gives fresh occasion for wonder at his energy, his diligence and his range of subject-matter. The choice made by Eric Shanes for this publication comprises watercolours of English coastal scenery, in the main part made for engraving in the series "Picturesque Views on the Southern Coast", "The Rivers of England" and "The Ports of England". The majority of these watercolours, of which 90 are reproduced in colour among the 116 plates, were made in the second and third decades of the nineteenth century, when Turner's colour was approaching its most prismatic hues and his technique was at its most subtle and refined.

Turner made his first drawing for engraving in 1794, when he was 19 years old. From then on his involvement with engravers and print publishers never ceased. To them he was a probable source of profit: to him it

The bronze "Lemnian Athena", regarded by ancient critics as the sculptor Phidias's most beautiful work, stood on the Acropolis. It survives only in Roman marble copies, of which this head, found in Bologna, is one. The photograph is taken from John Barron's An Introduction to Greek Sculpture (Athlone Press, £15.00 and £5.95).

was a steady source of income and an enlargement of his fame. Although he exercised the sternest control over the prints made from his drawings he did not take any short cuts in the complex execution of the originals. All the watercolours reproduced in this volume were collector's pieces, wrought to his finest pitch of excellence, and he expected his engravers to conform to such detailed instructions as those he wrote on the proof of "Hythe, Kent": "let the water be distinguishable only by its lines, therefore strengthen all the horizontal lines of the Sea which you have to do for I would prefer overtones to the lines in the marsh".

The coastal scenery he drew extends from Tintagel and Falmouth through Plymouth, Weymouth, Ramsgate, to Whitstable, Scarborough and Whitby. The more than eighty locations in these plates could only have been depicted by a resolute traveller and relentless sketcher. It came naturally to Turner to plan his topographical drawings as part of a series, rather than as individual works of art. His overall intention seems to have been to achieve as encyclopedic a survey of English scenery, in all its variety, as could be achieved by one man. (In practice, of course, this intention was limited by his publisher's resources.)

Many of his views of harbours are taken from a boat, involving the spectator in the movement and hazards of the sea, an element of which Turner was always profoundly conscious. He sought to eliminate a possible sense of monotony not only through the diversity of the scenery and the viewpoints he chooses, but by wide variation in the hour of day represented, the weather and the atmospheric conditions. "St Mawes, Cornwall" is pervaded by a glowing, golden mist; in "Dover Castle" the harbour mouth is approached by shipping struggling against a strong breeze; "Arundel Castle" is seen through a spectacular rainbow, and "Shields on the River Tyne" presents a fascinating contrast between the white light of the moon and the lurid flares used for the night loading of the colliers.

Turner had it in mind to work out a code for engravers similar to that used by heralds, in which different patterns of lines, dots and hatchings stood for specific colours. Skilful though his engravers were, they could hardly achieve such a result, and the full scope of the diversity in colour and effect in these series can only be grasped from such colour reproductions as those given here. Eric Shanes has accompanied them with a detailed history of the publications for which they were drawn, beginning with an account of the colourful personality of Jack Fuller, who commissioned "Views in Sussex" and "Views at Hastings". It is ironical that, just at the time when he was forming a warm friendship with Walter Fawkes, with whose radical opinions he is thought to have had much in common, Turner should have been so closely associated with this eccentric advocate of the merits of slavery.

Turner wrote a long poetic text, suppressed by his publishers, for the "Southern Coast" series. Shanes quotes passages about Poole, Corfe Castle and a brief extract from a long description of Bridport. I regret that he did not include the lines for Ilsworth, Portsmouth and St Michael's Mount. The full passage on Bridport twine contains a deeply felt appeal to his countrymen to beat the Continental blockade by cultivating hemp and furnishing the navy with British canvas. The poem, with its concern for the burdens of the labouring man and the perils of the sea, is a far more accurate guide to Turner's intentions than Mr Shanes's fanciful and unconvincing interpretation of the wedge-like shapes of the women's skirts in "Yarmouth sands" as a diagram of Nelson's battle plan at Trafalgar.

The colour reproductions, which in most cases are only slightly reduced from the size of the originals, are of a quality adequate to convey the extent of Turner's achievement. A true innovator in the use of watercolour, he left patches of white paper to shine through his minute stippllings of miraculously varied colour, investing his scenes with the changing veils of coastal mist and the restless bustle of the sea.

Graham Reynolds

Graham Reynolds is the author of many books, including "Turner" and "A Concise History of Watercolours".

BOOKS

Marxist terror

Interpreting the French Revolution
by François Furet
translated by Elborg Forster
Cambridge University Press, £15.00 and £4.95
ISBN 0 521 23574 X and 28049 4

François Furet's *Interpreting the French Revolution*, first published in France in 1978 and now appearing in a competent English translation, is a series of essays written at different times but with one overriding theme: the need for a political interpretation of what is essentially a political phenomenon. In part one of the book Furet outlines his views, and in part two he reinforces them by a critique of two historians who share them: de Tocqueville and Cochin.

Furet's target is the Marxists who have dominated the historiography of the revolution for most of this century and whose stranglehold on the universities was completed by the existence and fall of the Vichy regime.

The Marxist interpretation of the French Revolution is briskly dismissed: "When one speaks of substituting a 'capitalist mode of production' for a 'feudal mode of production', it is obvious that one cannot date such a mutation by an historical event that lasted a few years." Quite true: it took ten seconds to execute the king but considerably longer to build up a cotton industry. Such points are more easily made in England – and have been, notably by Alfred Cobban – than in France where the waves of the Great Revolution continue to break on the political and intellectual shore. Indeed, Furet's main criticism of the Marxist historians of the revolution, from Jaurès to Soboul (about whom he is superbly rude), is that they are not really Marxists at all but simply uncritically rehearse the propaganda put forward by the revolutionary protagonists. Thus the Manichean notion of a wicked, conspiratorial nobility pitted against a virtuous "people" survives, simple-mindedly transposed into the elements of the Marxist class struggle: feudal nobility against rising bourgeoisie in 1788–89; risen bourgeoisie against proletariat in 1793–94. Thus:

> Soboul's eighteenth century is that of Sièyes and his pamphlet, *Qu'est-ce que le Tiers Etat*; it is a century totally preoccupied and determined by the social conflict between the aristocracy and the Third Estate. Never has the tyrannical hold of the revolutionary event over eighteenth-century history been more naively displayed. In fact one wonders . . . whether it is not a rather paradoxical performance for an allegedly Marxist historiography to take its bearings from the prevailing ideological consciousness of the period it sets out to explain.

But here Furet is on dangerous ground. For may not the refusal to take at face value the testimony of contemporaries represent precisely the same denial of its autonomy to the past as that made by Marxists themselves? The desire for and, in 1790, abolition of nobility (two sides of the same coin) *did* "preoccupy" men in the eighteenth century.

In his excellent section on de Tocqueville in part two Furet emphasizes the central flaw in that historians's argument: if the revolution merely completed the centralizing and egalitarian policies of the old monarchy, why was a revolution necessary? Furet even suggests that this flaw accounts for de Tocqueville's failure to produce the planned second volume of *L'Ancien Régime et la Révolution française*, that devoted to the revolution. These are interesting points, though a partial resolution of the paradox can perhaps be found in the person of Louis XVI.

His treatment of the work of Augustin Cochin brings out the worst side of Furet: his pretentiousness, verbosity and wilful obscurity. The Cochin-Furet version of the development of a revolutionary mentality is that an *esprit de société* came to replace the *esprit de corps* of the ancien régime. It cut across sectional interests and in its mature form, Jacobinism, was "a highly integrative ideology." Robespierre exercised power not through a ministerial portfolio but as the mouthpiece of opinion. In 1793–94, Cochin writes, "If the right to vote was suspended it was because the people ruled; the right to legal defence because it did the judging; freedom of the press because it did the writing; freedom of speech because it did the speaking: the doctrine is perfectly clear; the proclamation and laws of the Terror are but an extended commentary on it."

This is interesting but necessarily inconclusive because it can neither be proved nor disproved, having no external points of reference apart from some resemblance to the thinking of Saint-Just. It fits the facts (explaining, for example, the early radicalism of the revolution in 1789) without being tied down to them. In 1925 Aulard wrote of Cochin's work: "It is a rather confused jumble of learned comments encased in a kind of system under abstract and strange headings . . . It makes such difficult reading that I have been unable to finish it . . .". A harsh critic might say the same of Furet but he would be wrong not to finish him because, embedded in the appalling sociological jargon (curiously inappropriate to an advocate of political history), are some good ideas and above all some marvellous apothegms.

John Hardman

Dr Hardman is lecturer in history at the University of Edinburgh.

Prewar pressures

The Outbreak of the English Civil War
by Anthony Fletcher
Edward Arnold, £24.00
ISBN 0 7131 6320 8

The English Civil War has an unending fascination for historians, and has been the centre of much controversy. The debate, most conspicuously, has involved widely different interpretations of its origins, nature and consequences. Almost equally noticeable, however, is how at the methodological level the English Civil War has lent itself to quite different *approaches*. The modern preference – reflecting the growing influence of the social sciences on historical study – has been for thematic treatments. Anthony Fletcher's new book, however, unashamedly connects itself with an older tradition and offers basically a chronological narrative of events in the critical period 1640 to 1642. Not since S. R. Gardiner, the great Victorian authority on the subject, has the outbreak of the Civil War received such a full-length, magisterial and detailed treatment.

Gardiner, in fact, is Fletcher's starting point and is the subject of praise rather than criticism:

> His was a staggering achievement. His narrative only needs correction on a few points of detail. Although this book offers a new narrative it is in no sense an attempt to replace Gardiner's. Certain events which he treated fully have deliberately been passed over lightly, in order to allow space for discussion of aspects of the political process which seem to me to have received too little attention in the past.

A new narrative, then, is what the author offers and there is much to be said for this kind of approach. Chronology is self-evidently important in the rapidly changing climate of the 1640s when moods, awareness, as well as the events themselves have to be charted by the historian.

Narrative history, of course, does not prevent the exposition of *meaning* in events, though Fletcher takes care to allow his interpretation to unfold as the story proceeds rather than obtrusively announce it at the beginning. His careful narrative permits us to see that there was no high road to civil war in the seventeenth century. Theories about the long-term inevitability of the struggles based on Whig or Marxist interpretations or on the notion of the anti-thesis between court and country fall down, in his view, when proper attention is paid to the evidence itself. "This was a war that nobody wanted, a war that left men bewildered and that they marvelled at as it broke out by fits and starts all over England in the summer of 1642." Great events do not necessarily stem relentlessly from great causes.

One of the benefits conferred by his narrative treatment of the early 1640s is that Fletcher is able to demonstrate the slow, reluctant, confused build-up to civil war.

> The fatalistic and moralistic attitudes that were exhibited show that this was a society that found it hard to contemplate political change or upheaval, let alone regicide or revolution. A sense of helplessness, of waiting upon God's judgment, pervaded England as it slipped into civil war.

And when he comes to the actual beginning of hostilities in 1642, Fletcher can truly say that "few wars can have broken out as untidily as the English Civil War . . . [It] took such a long time to get started because in one place after another the gentry with whom the initiative lay avoided military confrontation".

Fletcher makes much of the competing delusions which increasingly enmeshed the King and the leading members of the House of Commons. Pym especially was haunted by an obsession that Charles I was involved in a general Popish conspiracy against church and parliament. "In so far as people contemplated civil war at this stage [1641], they did not envisage a war between king and parliament but a war between parliament and its papist enemies." Charles I, on the other hand, increasingly became convinced that an ambitious, self-interested and "malignant" party was conspiring against his prerogative and against the lawfully-established form of religion and system of church government. These competing myths fed on and sustained each other and in the end, perhaps, did more than anything else to prepare the way for civil war. False rumours became established as facts.

The author has some interesting things to say about religion, about localism and allegiance. On religion, though Fletcher would not endorse the nineteenth-century historians' notion of the "Puritan Revolution", he recognizes that it clearly played an important part in the events leading up to the Civil War and in conditioning the ways in which contemporaries perceived them. Anti-Catholicism, for instance, was central; without it Pym's eventual success would be inexplicable. In a broader sense, however,

> the national debate about the Church was crucial to the process by which the political nation was becoming divided, the process which brought the emergence of two parties at Westminster and made civil war a possibility . . . The armies that met at Edgehill were a citizen army led by Puritan gentry and an army of tenantry led by conservative squires. It was not so much men's belief in rival sets of political principles which distinguished the two armies as the sharp contrast between their religious attitudes.

Localism, too, in Fletcher's estimate was a major ingredient in men's thinking. Nevertheless, he argues that the introversion of the county communities can easily be exaggerated. The interaction, the dialogue between the centre and the provinces, he finds, is the key element in explaining the diversity of regional responses and initiatives. Petitions and correspondence – which figure prominently in Fletcher's account – bring this out very clearly.

On allegiance, Fletcher sensibly reminds us that "there was no simple division between the activists and the neutrals since there were many degrees of commitment". Neutralism could have a variety of meanings and could have different aims. Its significance varied at different points in time. "It is hard to believe", Fletcher concludes, "in view of everything that has been said in this book about the interaction of Westminster and the localities since November 1640, that many well informed men were pure neutrals at heart". And among those who took the parliamentary side there was an obvious contrast between the militant puritanism of men like William Brereton in Cheshire and the studied moderation of those such as Bulstrode Whitelocke who could see only an "ocean of troubles and miseries" stretching out before him and who, though "never likely to desert parliament altogether", displayed "all the sensitivity of one who attaches himself to a cause with the utmost reluctance and never blinds himself to its deficiencies".

This is a careful, systematic and perceptive book. It is also extremely readable and combines a well-developed capacity to generalize with a good eye for the telling detail or quotation. ("Ere long blood should be sold as cheap as milk", declared a man at Eltham in Kent in January 1642. Later in the same year a Warwickshire minister, Fletcher tells us, affirmed his resolve to maintain parliament's privileges "so far as I am, or shall be, rightly informed what they are".) Based on a formidable research effort, constantly questioning in approach, and thought-provoking in many of its judgments, it is a study that will repay a close reading. This is narrative history at its very best. Not the least of its many merits is the way in which it explores and makes sense of so many aspects of the complex interaction between Westminster and the provinces.

R. C. Richardson

R. C. Richardson is head of the department of history at King Alfred's College of Higher Education, Winchester.

Slugging matches?

The Wars of the Roses: peace and conflict in fifteenth-century England
by John Gillingham
Weidenfeld & Nicholson, £12.50
ISBN 0 297 77630 4

The Wars of the Roses: military activity and English society, 1452–97
by Anthony Goodman
Routledge & Kegan Paul, £12.95
ISBN 0 7100 0728 0

The Wars of the Roses provide historians with many good stories, and also with major difficulties.

Much recent work on war in the medieval period has concentrated not on the accounts of campaigns and battles, but on such problems as war finance, the logistics and the organization of medieval armies. In this way it is possible to show the way in which conflicts such as the Hundred Years War helped to transform the nature of politics and society. For the second half of the fifteenth century the evidence that permits such an analysis is very scanty. The detailed accounts for wages, recruitment and victualling that survive in abundance for earlier and later periods are largely absent, and it is no easy task to rewrite the history of the Wars of the Roses in terms which take full account of the realities of medieval warfare.

John Gillingham and Anthony Goodman in their new books both try to do this, but their technique, and intended readership, are very different. Goodman's book is more scholarly, Gillingham's more popular, though none the less thought-provoking. Where the one provides footnotes, the other has illustrations. Gillingham has a fairly brief discussion of the nature of English society and warfare as an introduction to the story he tells with verve and skill. In contrast, Goodman's more selective narrative, largely limited to the campaigns, serves as a background to an extensive analysis of the problems of war and its effects.

Goodman aims to demonstrate the significance of the conflict between York and Lancaster, and Gillingham its unimportance. As a result, although the two are not often in striking disagreement, their interpretations of the evidence often vary. Goodman is inclined to give considerable credit to the military commanders, who, he suspects, used their troops in "increasingly sophisticated combinations". He rightly lays more emphasis than Gillingham on the use of cavalry, and where the latter sees battles as often little more than "fierce slugging matches", Goodman argues that Bosworth at least was "anything but a formless slugging match". Here both authors owe their choice of words to Charles Ross's excellent brief history of the Wars of the Roses. For Gillingham, the castles of the fifteenth century were not "real"; he cites Herstmonceux and Tattershall, both residential rather than military. Goodman, on the other hand, refers to the more warlike examples of Raglan and Ashby de la Zouche to show that the art of fortification was far from dead, even if outmoded in contrast with continental examples.

There is much on which these two authors are in agreement. They both calculate that the total period of campaigning was at least a year, not 12 or 13 weeks as is often suggested. Although noble families may not have died out at a faster rate than in other periods, the number of aristocratic casualties was staggering. It is not only the absence of a Froissart that makes the Wars of the Roses lack the glamour of the Hundred Years War; for all the cult of chivalry typified by the works of Malory and Caxton, this was a brutal conflict. Earlier, opponents were worth keeping alive when defeated for the sake of their ransoms, but in civil war they were better dead. At the same time, the common people were less affected by the wars than was often the case in the Middle Ages, for armies were small, and it was rarely the strategy of either side to try to put pressure on their opponents by deliberately wasting and burning their way through the countryside.

Did the Wars of the Roses matter? In military terms, and these are both primarily military histories, the answer has to be largely in the negative. Both sides were similarly equipped, and there were no significant developments in weapons or tactics. As the wars were largely a matter of skirmishes and battles, not of sieges, the English contributed little to the chief military development of the second half of the fifteenth century, the evolution of the artillery bastion.

Gillingham argues firmly that the wars did not mark an important historical watershed. There was no significant ideological divide between the two sides, no tensions born of economic change or religious commitment. His argument is that despite the wars fifteenth-century England was a peaceful land, where most men lived out comfortable and uneventful lives. There is much to this, but it makes rather light of the substantial evidence for the lawlessness of the age. Goodman has more detailed evidence at his disposal. For him the wars were much more than mere clashes between nobles and their retinues, as urban participation shows. Yet his eventual conclusion is not that the wars caused a major transformation of society, but that "on the whole the wars probably increased local patriotism at the expense of an embryonic sense of English nationalism."

Both authors display a proper sense of caution when faced with limited evidence. Goodman's views are frequently qualified with terms such as "probably" and "may be", while Gillingham is forthright in his scepticism on such matters as troop dispositions at Bosworth. It is not the arguments, but the regrettable lack of scholarly apparatus that marks Gillingham's book as popular. By making good use of continental analogies, and with a keen eye for the apt anecdote, he gives a much more readable account than Goodman, whose style leaves much to be desired. Academics will, however, find Goodman's book more useful with its greater depth of analysis and weight of evidence, all admirably footnoted.

Michael Prestwich

Michael Prestwich is reader in medieval history at the University of Durham.

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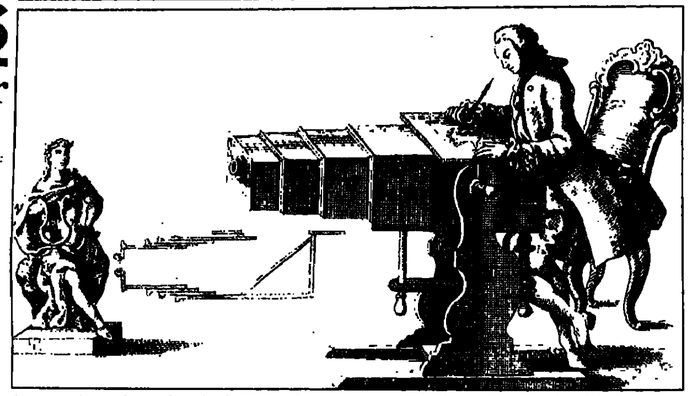

A camera obscura from a book by G. F. Brander, published in 1769. The very long extension of the lens and the proximity of the statuette suggests that it illustrates a method for making an enlarged image. In this instance, only the head of the figure would appear on the screen of the camera obsecura. Taken from The Camera Obscura: a chronicle by John H. Hammond, published by Adam Hilger at £13.50.

Fillmore Earney's book is one of a series of geography texts which is concerned with the full spectrum of inorganic resources of the sea and purports to analyse the engineering, geological, social, political and economic factors concerned with continental margin and deep seabed drilling and mining. The scientific background to much of the discussion is rather thin and in some cases naive, over-simplified and surprisingly out of date. On the other hand, for those requiring such an introduction, there is much information on the excessively ramifying threads of the legislative, political and financial bases and the socio-economic impacts of seabed resource exploitation.

The volume also provides a guide to the intricacies of American regulations which govern offshore lensing. The tone of the book can be judged by the emphasis placed in the preface on the human skills that win useful products for society from the Earth's raw materials and from the reference to petroleum as black gold. The author adopts the curious practice of lending credence to the more authoritative statements by using quotations directly from original sources.

Sir Peter Kent's slim volume is also published in a series, this time dealing with the environment and natural resources. In 11 short chapters he manages to present a background to the subject by discussing some aspects of modern oceanographic research methods. He then surveys shallow-water and deepsea deposits, products derived directly from sea-water itself, and oil and gas. One of the main concerns here is with the specific problems of pollution of the seas, recognized as a natural consequence of the development of marine resources.

David Cronan's book is quite different. It is a sound, unified treatment of marine minerals written by one of the most active students of the deep-sea deposits of manganese nodules and metal-rich muds. It is likely to become a much-needed replacement for John Mero's classic *The Mineral Resources of the Sea* published 15 years ago. The emphasis, from first principles, is on analysing and describing the widely scattered information on the nature, distribution and the origin of underwater minerals and is the best text now available on the geochemistry of marine mineral deposits. Hydrocarbons are not discussed.

All branches of the Earth sciences have been revivified during the past decade by the theory of plate tectonics, which grew out of the notion of seafloor spreading and continental drift, a powerful new paradigm which has emerged from a sweeping synthesis of terrestrial and marine geology, geophysics and geochemistry, and which offers an explanation for the origin of the surface features of the Earth – the distribution of land and sea, mountain ranges, the location of earthquake and volcanic chains.

Many economic geologists are finding that the distribution of the different types of mineral deposits can be readily understood with reference to this new synthesis of ideas about the evolution of the Earth's crust. This theme is examined in a brief chapter towards the end of Cronan's book when he attempts to link the various kinds of marine mineral deposits with the evolution of the ocean basins. This is the least sucessful part of the book because many of the deposits discussed have little or nothing to do with the volcanic, magmatic or tectonic processes involved in seafloor spreading and continental drift.

On the other hand, this overall theme is successfully explored in the volume edited by Don Tarling which consists of nine chapters written by specialists dealing with petroleum, coal and ore deposits in general, not those confined to the marine environment, and how the formation and distribution of such deposits are connected with the way in which the Earth's surface has been sculptured. As the editor states, it cannot be claimed that the new reserves of mineral deposits have been discovered as a result of the application of modern plate tectonic theory, but the theory has recognized a causative set of relationships between previously disparate observations in Earth science and provides a unifying concept in which models of past and present global tectonic processes can be studied.

S. E. Calvert

S. E. Calvert is head of the department of oceanography at the University of British Columbia, Vancouver.

Polymer structure

Principles of Polymer Morphology
by D. C. Bassett
Cambridge University Press, £25.00 and £8.95
ISBN 0 521 23270 8 and 29886 5

There is no doubt that electron microscopy has given great insight into the microstructure of polymers over the past 25 years, following the development of the instrument in the 1940s and its rapid application to structural problems in metals. However, the technique does present difficulties in that samples must be extremely thin to be transparent to the electron beam, so that specimen preparation is a crucial and often neglected element in the interpretation of the morphologies discovered.

Unlike most metals, polymers also interact chemically with the electron beam, so that additional precautions must be taken during observation. However, the power of the method, particularly when used for direct diffraction experiments in harness with normal bright field observation, has encouraged researchers to push it to its limits with a range of semicrystalline polymers. Poly(ethylen) is the most important exemplar but the method has been applied to many other polymers.

It is fitting therefore that Dr Bassett, one of the most distinguished investigators in this field, should present his monograph to a wider scientific audience at this time. The work ably tracks the progress that has been made in elucidating the nature of polymer single crystals, and the relationship of chain structure to the thin lamellae formed from solution (chapter three). He also discusses the way chain-folded lamellae are related to much larger elements of structure, particularly polymer spherulites (chapters two and four). The difficult problem of obtaining undamaged thin sections from bulk polymers is well discussed, but this section of chapter four could have been enlarged to indicate how the new methods of specimen preparation through etching could help to solve industrial problems associated, for example, with the injection moulding of polyolefins. The effects of sample history on morphology are examined in chapter five, with much parallel evidence from bulk methods like calorimetry.

The book includes a chapter on theoretical attempts to explain lamellar structure and a subsequent chapter on the so-called "extended chain" crystals produced when polyolefins are crystallized at high pressures. The chemical consequences of structure in the electron beam, and the numerous chemical methods used to etch specimens for microscopy, rightly deserve the substantial treatment they receive in chapter eight.

The final chapter tackles the problems of fracture using optical and electron optical methods but strangely does not include any discussion of crazing in thermoplastics. The structural changes produced by drawing fibres are also examined, as well as attempts to make completely oriented and crystallized polymers when extremely high moduli and strengths may be expected on purely theoretical grounds. Again, it is rather strange that no mention is made of ultra high modulus materials like carbon fibre and aromatic nylon (Kevlar), both of which represent commercial solutions to the orientation problem. Their use as reinforcement is widespread in many artefacts, from car radial tyres to boat hulls and tennis racquets.

If criticism can be made of this book, it is that the author excludes many other polymers which do possess interesting microstructures and have been extensively studied using electron optical techniques. Such examples as thermoplastic rubbers and rubber-reinforced plastics like ABS spring immediately to mind, but there are other semi-crystalline polymers such as nylon 6,6 and poly (ethylene terephthalate) which should have been given more than passing mention in a work of this nature.

The book is well presented and the standard of illustration both in terms of plates and explanatory diagrams is very high. It should form a useful reference text for undergraduates in materials science and a staple text for postgraduate polymer students.

Peter Lewis

Peter Lewis is lecturer in materials science at the Open University.

Earth record

Facies Interpretation and the Stratigraphic Record
by Anthony Hallam
Freeman, £10.95
ISBN 0 7167 1291 1

In aiming to re-inject excitement into this central area of geological inquiry, and reunite the specialisms into which the subject has become divided in recent years, the author has produced a stimulating, usually crisp though occasionally overenthusiastic, introduction for students of Earth history. However, although he may have jettisoned the dull catalogues of stratigraphy in this very personal book, the author has certainly not disposed of the jargon: "conceptual models", "ichnofacies", "taphrogeny" and so on, follow one another unrelentingly.

The first four chapters (one-third of the book) provide a slick canter through the interpretation of different marine and terrestrial sedimentary environments, beginning with principles and ending with their relation to Earth movements. It contributes little more than a summary of topics fully treated in a number of major textbooks, and its chief merit is to provide a brief review of such matters before proceeding to more abstract concepts in the central part of the book. To my mind these early chapters assume too much background knowledge to serve as an adequate introduction to the subject.

With chapter five, the author introduces a set of topics dealing with some major issues relating to the Earth's past record. In what ways were the ecology, physical processes and chemistry of the shallow seas around the continents different to those of the present day? What is the evidence for cause and effects of major global changes in sea-level? In what ways has climate changed over the past few hundreds of millions of years? What new evidence is there from the past two decades of intensive exploration of the ocean floor? It is on these matters that the author comes into his own, balancing opinions and comparing conclusions to arrive at viewpoints that are both plausible and stimulating. Without such speculative syntheses the grinding tedium of so much contemporary analytical work in the Earth sciences would surely soon become intolerable.

Some of the more remarkable conclusions in this section are that ancient seas were significantly different in ecology, physical processes and chemistry to those that we know today. Contemporary seas are the product of rapid short-term changes in sea-level on a planet dominated by a polar ice cap. Ancient seas were in longer term physical and biological equilibrium, often with highly stable stratified waters and chemistries related to a more equable global climate. A governing long-term role is accorded to extensive submergence and re-emergence of the continents. Climate too, alternating between a warm mode with extensive tropical conditions and no ice caps, and the present limited tropics and wide-spread ice caps, is seen as an important influence on both biological evolution and the development of specific sedimentary environments. Both sea-level changes and climate are seen as strongly influenced by the mechanisms of plate tectonics, but the theme of solar and orbital variations, although introduced, is not strongly pursued.

In its final two chapters the book ventures into the fields of early earth environments and controls of evolution. Here cause and effect are as yet less well known, and the author has to rely more on scientific hunches to divine between competing hypotheses. It is in this section of the book that one detects, probably more than elsewhere, a certain unwillingness to expound the basic assumptions on which conclusions are reached. Juggling of opinions is in the final analysis not always sufficient.

The book is well produced and illustrated and the list of references is comprehensive and up to date.

B. M. Funnell

B. M. Funnell is professor of environmental sciences at the University of East Anglia.

NOTICE BOARD

Noticeboard is compiled by Patricia Santinelli and Mila Goldie

Chairs

Dr Bodo Linnhoff, currently with ICI Corporate Laboratory at Runcorn, is one of two new professors of chemical engineering who will be taking up their appointment at UMIST on January 1.

Dr John Garside, also appointed to a UMIST chair, is presently lecturer at University College, London. He has been Fulbright senior scholar at Iowa State University, and was in Czechoslovakia in 1978 as Royal Society Senior visitor.

Recent publications

Becoming a solicitor the new way, a report of a survey on the experience of law graduates of 1979 seeking to qualify as solicitors in England and Wales prepared by the Association of Graduate Careers Advisory Service. It gives information on the problems associated with the new one-year full-time professional course, which had to be attended for the first time by every graduate who wanted to become a solicitor, following new Law Society regulations. The report also deals with the graduates's financial difficulties while studying and also reveals which of these stood the best chance of qualifying and what they thought of the treatment they received. (Available from Mr D. B. Read, Careers Advisory Service, University of Sheffield, Sheffield S10 2TN, £1.50).

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Making the most of the short in-service course by Jean Ruddock, is a report of a Schools Council project of the same title which took place between 1979–1980. The project collaborated with five local education authorities in studying local experience of various aspects and styles of in-service courses, including short courses that meet once a week for several weeks, a programme of meetings organized by groups of first schools and teacher tutor schemes. (School Council Working Paper 71 published by Methuen Educational, no price given).

Course news

The Centre for the Study of Socialist Legal Systems has been formed within the department of law at University College, London, under the direction of Professor W. E. Butler to foster academic and professional teaching and research on the family of socialist legal systems (the Soviet Union, Eastern Europe, Mongolia, People's Republic of China, Cuba and others).

The centre is dependent on outside support and will seek financing for particular projects. One early venture for the centre will be a workshop in March 1982 on the "Legal System of the Chinese Soviet Republic (1931–34)".

Dreams of a Rarebit Fiend

"Dreams of A Rarebit Fiend" one of the comic strips by Winsor McCay, the American artist who is generally considered to be the father of the animated cartoon, can be seen at an exhibition in the Upper and New Galleries of the Museum of Modern Art in Oxford until January 10.

Grants

Bath
School of Education – Professor J. J. Thompson – up to £500,000 from Association for Science Education and the Schools Council, to chair a national steering committee which will be responsible for a complete review of the secondary school science curriculum in England and Wales. The aim of the project is to provide a science curriculum suitable for all pupils up to the age of 16.

Oxford
£631,919 from the Cancer Research Campaign for the support during 1982 of 16 research projects into the causes and treatment of cancer. £547,534 of the grant is for the continuation of 12 existing projects. The remaining £84,385 will support the following new ones: investigation of the sublingual route for opiate administration for the relief of cancer pain – Dr J. W. Lloyd, Nuffield department of anaesthetics; immunohistological characterization of human lymphome – Dr D. Y. Mason, Nuffield department of pathology; Analysis of the expressions of the globin genes in the human thalassemias – Professor D. J. Weatherall, Nuffield department of clinical medicine; Attachment of cancer drugs (mercapto) to a sub-nuclear structure within the eukaryotic nucleus – Dr P. R. Cook, Sir William Dunn School of Pathology.

Belfast, The Queen's
Marine biology station – £38,652 from NERC for research on an assessment of selected factors contributing to increases in phytoplankton productivity and biomass in frontal and shelf-break zones, under the direction of Dr G. Savidge.
Applied mathematics and theoretical physics – £29,166 from the Daresbury Laboratory of SERC which has entered into an agreement with the university for the establishment of an atomic data bank.
Biochemistry – £19,700 from the Cancer Research Campaign for research on synthesis of potential inhibitors of collagenase and plasminogen activating enzymes, under the direction of Professor D. T. Elmore.
Medicine – £11,184 from the Northern Ireland Leukaemia Research Trust for work on the significance of peptides in white cells and to study the action of anti-leukaemia drugs on hormones under the joint sponsorship of Professor K. D. Buchanan and Professor J. M. Bridges, of the department of haematology.

Keele
Communications and neuroscience – Professor E. F. Evans – £68,371 from the MRC for work on fundamental and applied studies of cochlear function; Professor E. F. Evans – £54,685 from MRC for research on physiological validation of the derived action potential techniques.
Biological sciences – £60,000 from the W. E. Dunn Trust to the W. E. Dunn Unit of cardiology at the rate of £20,000 over each of three years from January 1, 1982. Professor J. B. Lloyd – £37,950 from the SRC for research on substrate selection in pinocytosis by macrophages; an investigation using tailor-made synthetic polymers. Dr J. H. Yardley and Dr R. Summerly from the MRC for work on mode of action of anti-inflammatory steroids in epidermal disorders: studies of receptors and phospholipase A_2. Dr J. S. Bostock – £24,254 from the SERC for work on intraspecific variation in seed characteristics in herbaceous plants; Professor J. B. Lloyd – £11,077 from the Cancer Research Campaign for work on design of synthetic polymers to which chemotherapeutic agents are attached by covalent linkages to lysosomal enzymes.

London, Chelsea College
Chemistry – Professor M. J. Perkins – £18,036 from the Ministry of Agriculture, Fisheries and Food for work on N-nitrosoamine formation in foods; Professor M. J. Perkins – £22,200 from the Ministry of Agriculture, Fisheries and Food for the investigation of radical reactions of nitrosamines, nitroalkitries and related compounds.
Pharmacy – Dr J. W. Gorrod – £16,210 from the British Foundation for age research for work on age as a factor of controlling drug action and side effects.
Physics – Dr S. Flockton – £12,000 from the British Gas Corporation to investigate the acoustical properties of porous absorbing materials at pressures in the range of 1–70 atmosphere; Dr R. M. Hill – £10,250 form The United States Army (European Research Office) for study of the theory of many-body effects in sub-microelectronic systems.
Education, science and mathematics education – £60,000 from the Schools Council to the computers in the curriculum project, supervised by Professor D. Johnson.
Physics with other universities and colleges – £20,220 from the SERC to Dr D. Rosen, Basic Medical Sciences Group, Chelsea College and Medical Sciences Group, Chelsea College and Professor J. B. Hasted of Birbeck College for dielectric studies of the interaction between water and proteins, to be administered by Birbeck College; Professor J. Hayward of nursing book College; Professor J. Hayward of nursing studies with Manchester University and Brighton. Polytechnic – £180,000 from the Health Education Council for study in communication in nurse education: a curriculum development project.

London, Queen Mary College
Computer centre – Professor K. W. Sykes, £198,120 from SERC for the Distributed Array Processor Support Unit.
Computer, science and statistics – Dr A. Bond and Professor J. K. Hillie, £81,102 from SERC for a second generation industrial robot vision system based upon the Micro Consultants Intellect system.
Electrical and electronic engineering – Dr A. D Oliver, £28,956 from SERC (Rutherford) for the electromagnetic design of UK millimetre wave radio telescope.
Materials – Professor E. H. Andrews, £17,225 from the Ministry of Defence for research into the adhesion of ice to structural materials.
Nuclear engineering – Dr F. P. Berger, £15,302 from British Nuclear Fuels Ltd for research into the effect on local heat transfer of displacements and bowing of fuel pins in clusters; Professor D. C. Leslie, £21,982 from the Ministry of Defence for research into large eddy simulation of a turbulent near wake; £26,313 from the United Kingdom Atomic Energy Authority for the evaluation of models in PWR codes.
Physics – Dr W. Young, £14,977 from the United Kingdom Atomic Energy Authority for calculations for the Martensitic transformation in transition metal alloys.

North East London Polytechnic
Anglian regional management centre – G. Lyons and R. Sleaning – £21,357 from the DES for the first phase of a project on employment relations in secondary schools.
Engineering – Dr D. Smith – £11,000 from the GLC for a Docklands history survey.
Human sciences – Dr C. Berry – £14,833 from the IBA for work on programme organization factors in the production of instructional TV material, with special reference to news broadcasts; R. Parkinson – £13,256 from the Manpower Services Commission for an evaluation of the MSC's "Youthstart" programme; T. Burgess – £9,000 from the International Federation of Institutes for Advanced Study for research into legislation on United States Army (European Research Office) for study of the theory of many-body effects in sub-microelectronic systems.
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Physics with other universities and colleges – £20,220 from the SERC to Dr D. Rosen, Basic Medical Sciences Group, Chelsea College and Professor J. B. Hasted of Birbeck College for dielectric studies of the interaction between water and proteins, to be administered by Birbeck College; Professor J. Hayward of nursing book College; Professor J. Hayward of nursing studies with Manchester University and Brighton. Polytechnic – £180,000 from the Health Education Council for study in communication in nurse education: a curriculum development project.

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Fellowships

Sir Alec Clegg has been awarded an honorary fellowship of Bretton Hall College of Higher Education. He was chief education officer of the West Riding of Yorkshire from 1945–74, Devon's Chief Education Officer, Joslyn Owen, is to be awarded an honorary fellowship of Portsmouth Polytechnic.

Forthcoming Events

"Fundamentals of Micro-processors," January 5; "An Introduction to Micro-processor systems", January 6 and "Micro-processor interfacing", January 7–8 at the University of Salford are first of vacation courses for teachers, organized by universities, university colleges and institutes of education in order to keep serving teachers in touch with developments in their own particular fields.

• • •

"Community Based Initiatives in Employment Policy: partnership between the local authority and voluntary sector" a seminar being held first from January 13–15 and then from March 1–3 at the School For Advanced Urban Studies of the University of Bristol, Rodney Lodge, Grange Road, Bristol. Further details from Judith Tyler, at the above address.

• • •

"The Political Economy of the New Cold War" a *Critique* conference is to be held from January 15–16 at the University of London Union, Malet Street, London WC1. Topics include "The New Militarism" and "The USSR in the World System". Workshops include "Pakistan in the Current Crisis" by Tariq Ali, Fee: £3.00 for the weekend or £1.50 per session. Advanced booking from *Critique*, 31 Cleveden Road, Glasgow G12 0PH.

• • •

"Course Evaluation and the Teaching Function" a regional seminar to the fifth main seminar of the Leverhulme programme of study into the future of higher education, a joint half-day meeting of the staff development unit and the northern branch of the SRHE to be held on January 20 at Manchester Polytechnic Bracken House site. Fee: £2.50. Applications to Mrs A. Bromley, Staff Development Unit, Bracken House, Charles Street, Manchester M1 7DF.

• • •

"Technical Aspects of Legal/Regulatory Pressures on the Pharmaceutical Industry" an international conference organized by the Powder Advisory Centre is to be held on February 23–25 in the Jerusalem Plaza Hotel, Jerusalem. Sessions will cover: manufacturing practice; quality assurance and quality control, product safety, new drug development. Further information from the Powder Advisory Centre, PO Box 78, London NW11 0PG.

• • •

"Quality Assurance in Design" is the theme of a one-day symposium organized by the north western branch of the Institution of Mechanical Engineers and the north west branch of the Institution of Chemical Engineers being held at the UMIST on February 23. The symposium is aimed at engineers but should have special appeal for those engaged in the chemical, process, petroleum, nuclear and power production industries. Further details from Mr H. A. Kirby, Ingersoll Rand Co Ltd, Southmoor Road, Wythenshawe, Manchester.

• • •

"The Teaching Function in Higher Education" with special reference to continuing education, a presemiinar is to be held on February 6 from 10 to 4.30 pm at the University of London Union, Malet Street, London WC1. It is intended as a preparation for the national seminar on the teaching function in the context of the national enquiry into the future of higher education, organized by SRHE. Details from Miss Shirley Irwin, presemiinar secretary, Department of Extra Mural Studies, 26 Russell Square, London WC1.

• • •

Another seminar on "The Teaching Function" on developing student independence and autonomy is to be held at Bristol Polytechnic on February 3 from 10 to 3 pm. Papers will include Mr Richard Fothergill, director of the Microelectronics Education Programme on "The new technology and the teaching/learning function". Further details from Trevor Habeshaw, Centre for Educational Services, Bristol Polytechnic, 1E 20 Coldharbour Lane, Bristol BS16 1QY.

• • •

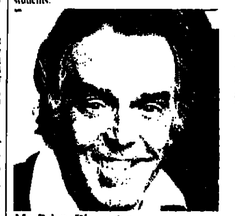
"Industrial Training and Education at a time of Uncertainty" a Coombe Lodge Study conference to be held on February 9–11. The conference will review major changes such as the new legislation on the Industrial Training Boards, the decline of the voluntary system, the proposals for a New Training Initiative and their implications. Fee: £79.00. Further details from the registrar and clerk to the governors, The Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG.

• • •

"Emerging Christianity in Modern Africa" a residential interdisciplinary conference is to be held from February 26–28 at Cumberland Lodge, the Great Park, Windsor. The aim of the conference which has been organized by St Catharine's, in association with the Royal Anthropological Institute is to examine the place of Christianity in contemporary African societies with special reference to the transformation of symbolic systems and religious practice, details from the programme coordinator at the above address.

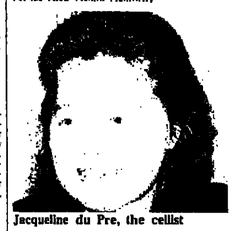
Honorary degrees

City
The following have been awarded honorary degrees:
DSc: Professor Francis de Paul Hanika, internationally renowned theoretician of cybernetics and director and founder of the Austrian Society of Cybernetics. Professor Bernard Benjamin, former professor of actuarial science at the university and vice-president of the International Statistical Institute. Dr William Wake, visiting professor and former Gresham professor at the university. Sir Robert Clayton, technical director of GEC.
DMus: Sir Christopher Leaver, Lord Mayor of London and chancellor of the university. Professor Wilfred Mellers, composer, and until recently professor of music at York University. MAPhil: Mr John Mortimer-Haskins, past president of the NDhms, the association of past students.



Mr Brian Rix, actor

Hull
MA: Mr Brian Rix, the actor and secretary general of the MENCAP the National Society for Mentally Handicapped Children and Adults. LLD: Sir John Dudding, chairman of the Humberside Area Health Authority



Jacqueline du Pre, the cellist

Leeds
The following are to be awarded honorary degrees in May:
LLD: Herr Willy Brandt, of the Federal Republic of Germany. Sir Derek Ezra, chairman of the National Coal Board. Lord Hailsham, Lord High Chancellor Sir Rudolph Lyons, circuit judge and honorary recorder of Manchester and Manchester of the Bench, Gray's Inn. Litt D: Professor Emmanuel le Roy-Ladurie, professor of social science, University of Paris VII.
DMus: Jacqueline du Pre, the cellist.
DSc: Mr Denis Parsons Burkett, medical scientist, discoverer of Burkett's Lymphoma. Sir Henry Chilver, vice-chancellor of Cranfield Institute of Technology and chairman of the Post Office.

Miss Kiri Te Kanawa

Durham
The following are to be awarded honorary degrees on June 30, 1982:
DMus: Dame Margot Fonteyn de Arias; Dr Malcolm Arnold; Dame Ninette de Valois; Miss Kiri Te Kanawa
DD: The Most Reverend The Lord Archbishop of Canterbury.
DCL: The Rt Hon. The Earl of Drogheda.
DSc: David F. Attenborough; Dr Mary Cartwright.
DLitt: Sir John Betjeman.

Heriot Watt
The following are to be awarded honorary degrees in July, 1982:
DSc: Professor Ian Naismith Sneddon, Simson professor of mathematics and head of the department of mathematics, University of Glasgow.
Sir Peter Baxendell, chairman, Shell Transport and Trading Company.
Mr Duncan McDonald, chairman and chief executive, Northern Engineering Industries Ltd.
DLitt: Sir Ian Morrow, chairman of the Laird Group and of UKO International Ltd.
Mr Ralph Erskine, architect.
Mr James Milne, general secretary, Scottish Trades Union Congress.

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ities

F PAPUA NEW GUINEA
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pa (£1 sterling = K1.27). Three-year contract; gratuity for approved ge accommodation; family passages; baggage allowance; leave rates after ice; education subsidies; salary contribution scheme to cover extended ity. Applicants who wish to arrange secondment from their home institu- ecommended. Detailed applications (2 copies), including a curriculum vitae, a logtrash and naming 3 referees, should be sent to the Assistant Secretary rsity of Papua New Guinea, Box 4500, University PO, Papua New Guinea than 31 January 1982. Applicants resident in UK should also send 1 copy s for International Cooperation in Higher Education, The British Council, n Division, 10 Spring Gardens, London, SW1A 2BN. Further details are hor address. H1

THE UNIVERSITY OF SHEFFIELD

Applications are invited from men and women for the following posts:

1. **Temporary Lecturer in the Centre for Criminological and Socio-Legal Studies**

The post is tenable as soon as possible for a fixed term until 31 December 1983. The successful candidate will be required to contribute to the Centre's research programme, and to teach on courses in the Department of Law. Candidates with special interests in any aspect of the Centre's work may apply. Preference may be given to a candidate with a legal qualification.
Salary £6,070 - £7,290 a year. Quote ref: R658/1/DI

2. **Temporary Lecturer in the Department of Biblical Studies**

The post is tenable for a fixed term from 1 October 1982 to 30 June 1983. The person appointed will be required to teach elementary New Testament Greek, to lecture on New Testament texts and subjects, and to assist with tutorials and supervisions.
Salary £6,070 - £7,290 a year. Quote ref: R658/2/DI

Expected age of candidates for both posts up to about 27 years but older candidates not precluded. Particulars for both posts from the Registrar and Secretary (Sterling), the University, Sheffield S10 2TN to whom applications, including the names of three referees and quoting reference number, should be sent by 18 January 1982.

SWAZILAND
UNIVERSITY COLLEGE OF

Applications are invited for the post of LECTURER IN THEOLOGY AND RELIGIOUS STUDIES tenable from the beginning of the 1982/83 academic year.
Applicants should hold a higher degree in Theology and Religious Studies. A thorough training in Theology with special emphasis on Scripture and a special knowledge of African Religions and Theologies will be preferred.
Salary scale: E 7,800–9,540 pa. (£1 sterling = E 1.07).
Two year appointment initially; gratuity; inducement allowance for those not qualifying for superannuation; education allowance; free ordinary medical scheme; reasonable rental accommodation; family passages; biennial overseas leave.
Detailed applications (6 copies), including a curriculum vitae and naming 3 referees, should be sent by airmail to the Registrar, University College of Swaziland, Private Bag, Kwaluseni, Swaziland to arrive no later than 31st January 1982.
Applicants resident in UK should also send 1 copy to the Committee for International Cooperation in Higher Education, The British Council, Higher Education Division, 10 Spring Gardens, London, SW1A 2BN.
Further details are available from either address. H1

UNIVERSITY OF THE SOUTH PACIFIC

Applications are invited for the post of PROFESSOR OF ECONOMICS (Post 81/87) from persons with broad competence in the field and a record of significant scholarly achievement. Specialisation in problems of economic development is desirable but not strictly required. Salary scale: F$22,065–23,253 pa. (£1 sterling = F$1.68). The British Government may provide salary supplementation in range £5,535–7,680 pa (sterling) (reviewed annually – normally tax-free) and associated benefits. Gratuity; appointment allowance; low-rental partfurnished accommodation; allowance in lieu of superannuation; three-year renewable contract. Detailed applications (8 copies), including a curriculum vitae and naming three referees, should be sent to the Registrar (University of the South Pacific, PO Box 1168, Suva, Fiji, to arrive no later than 31 January 1982.
Applicants resident in UK should also send 1 copy to the Committee for International Cooperation in Higher Education, The British Council, Higher Education Division, 10 Spring Gardens, London, SW1A 2BN.
Further details are available from either address. H1

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Further details and application form, returnable by 15 January, from:

The County Librarian, Library Headquarters, Springfield, Maidstone, ME14 2LH. (Phone 671411, ext. 3241.)

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An information sheet is obtainable from the Academic Service, European University Institute, Badia Fiesolana, I-50016 San Domenico di Fiesole (fi), Italy.

CAYMAN ISLANDS

DIRECTOR OF LEGAL STUDIES

Applications are invited for the new post of Director of Legal Studies in the Cayman Islands, a British Colony in the Caribbean.

Applicants should have considerable experience of legal education at Degree Level in a University, Polytechnic, or Professional Legal School. The main task of the Director will be to organise and co-ordinate a legal education system, principally for Articled Clerks, in the Cayman Islands.

The appointment will be on contract terms for an initial period of two years, commencing mid-1982. The salary will be CI$22,812 per annum (CI$1.00=US$1.20). On satisfactory completion of contract a gratuity of 15% of salary received is payable. No income tax is payable in the Cayman Islands. Benefits include the cost of air passages and a reasonable baggage allowance.

The successful applicant will be engaged on contract directly by the Cayman Islands Government as a member of its civil service, and will form part of the establishment of the Legal Department, under the Attorney General.

Applications should be received by the 31st of January, 1982 and should be addressed to:
Director, Legal Division
Commonwealth Secretariat
Marlborough House, Pall Mall
London SW1Y 6HX, England

Further particulars of the post can be obtained from this address.

NATIONAL UNIVERSITY OF SINGAPORE
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Applications are invited for appointment to Lectureships in the Department of Japanese Studies from candidates who must possess at least a M.A. degree in any of the disciplines related to Japanese Studies. Preference will be given to native speakers of standard Japanese, especially those with specialist knowledge in linguistics and to the teaching of Japanese as a foreign language.
Annual gross emoluments range from S$25,080 – S$48,860. (STGL = SG3.97 approx.) The initial salary depends on the candidate's qualifications and experience. Leave and medical benefits are provided. Under the University's Academic Staff Provident Fund Scheme, the staff member contributes at the present rate of 20% of salary subject to a maximum of S$800/- p.m., and the University contributes 25% of his monthly salary. The sums standing to the staff member's credit in the Fund may be withdrawn when he leaves Singapore/Malaysia permanently. Other benefits include a settling-in allowance of S$1,000 or S$1,200, subsidised housing at rentals ranging from S$120 to S$300 p.m., education allowance in respect of children's education subject to a maximum of S$12,000 p.a., passage assistance and baggage allowance for transportation of personal effects to Singapore.
Application forms and further information may be obtained either from: Mr. R. E Sharma, Director, NUS Overseas Office, 5 Chesham Street, London SW1, United Kingdom; or, The Head, Recruitment Unit, National University of Singapore, Kent Ridge, Singapore 0511. All applications should be submitted to the Recruitment Unit. H

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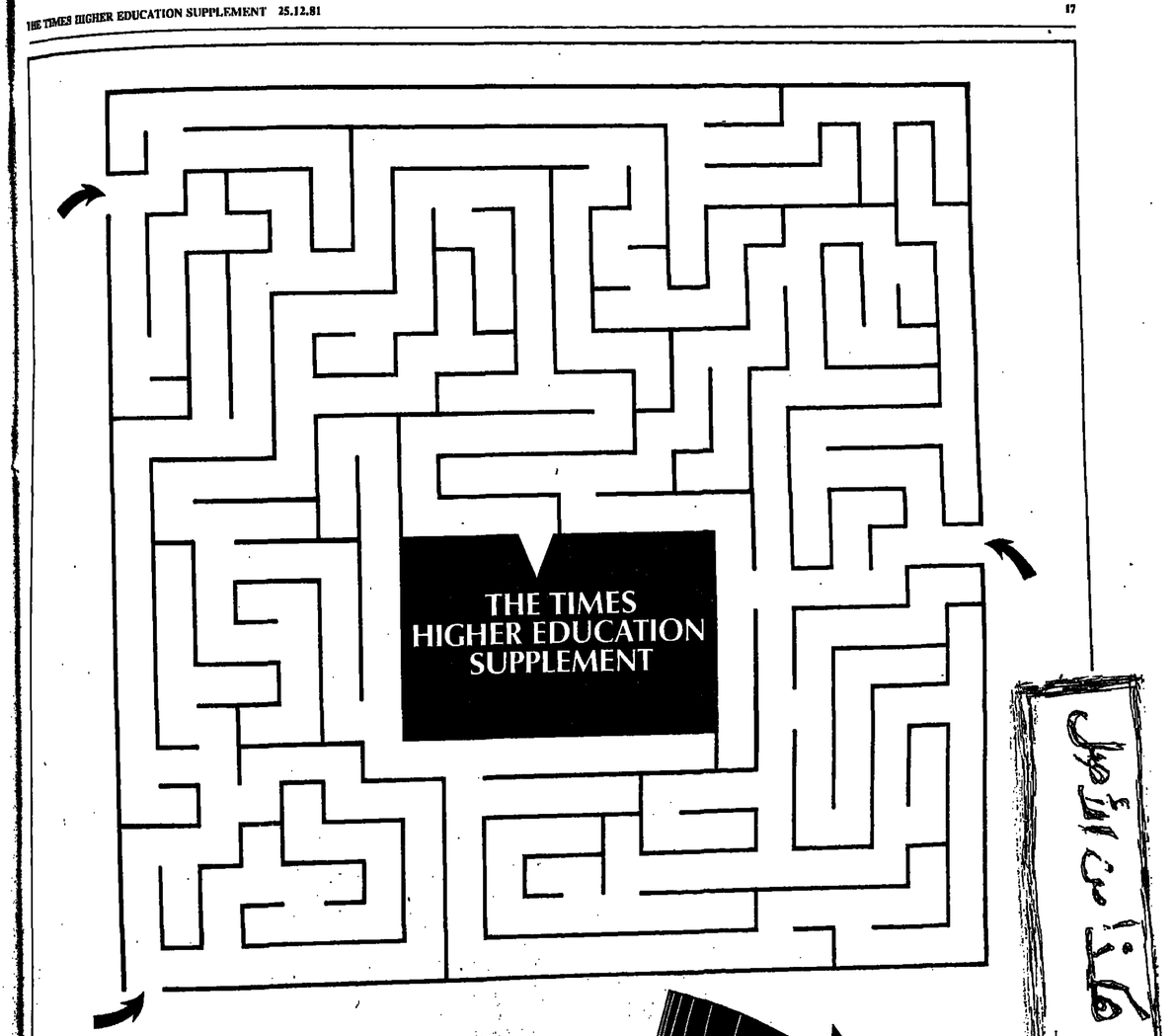

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Don's diary

ıday

ıt university at 8.50am to be. d of editorial urgencies by post and check through let- to be done on Friday dealing gular part-time tutor prob- ive at 9.45 for adult educa- re in Brighton for extramu- on housing history. A small ly group, we discuss late "yeoman" houses for the *: confortables*, accompanied nores of one student who lls asleep after the coffee ack to university via sand- ch to work on census ma- evening class; the library is with young persons trying heating costs in their flats ıg, one assumes, their overs. ys. Home for hurried tea o edge of county (56-mile ve every Monday) for keen ry research group, which is ıg up. We speculate on the tterns of late Victorian ı shifts in our area, then e on various individuals' ome along the winding clear night for a change, 1pm.

day

into university by 8.50 n on to photograph some s in Brighton for post- lectures. Leave film with tiscuss progress with re- lent now writing up – as s finding large batches of ial at this stage. On way iversity have a puncture, s a quick change and then to repair shop. Adult laves to cars, however did anage? Answer: in the there was less rural work ıd better public transport. senior common room rising absence of the usual iew of the current crisis, ary to read new journal work parallel to my own ler composing rejoinder tmas, then back to edit- pondence and to checking ow of manuscripts. Back on, for processed film and re, home for a quick tea Tuesday class in Bexhill. ıgs, a pleasant drive back *Costa Geriatrica* – a fort- a local maniac forced me ad, and drove on. Extra onight produces only an headlights and I get safely .0pm.

uesday

again, some slides to col- papers to prepare for cture. Then, at 9.30, off s which last till 1.30. This he future of under- and te history teaching in view sts. Various alternatives lengthy discussion but ıe optimism and an exten- Sussex's already well- flexibility. Early retire- ld solve much, but we'll superb people and I won- I be so public-spirited in is difficult to see how Sir ph's bland claims for im- sibility can be squared with nat many universities will aged into the later 1980s. and meeting is about the ength of economic history e; yet again a small core is e even more ingenious to tudent load. We have our lunch, discussions not av- these pages; how many ally say what happened in s?

ncoon brings varied prob- n going to give my paper t next August, how will I 300 to get there? Discuss. duction crisis in the con- onal papers with authors ry; we publish local re- by adult classes but chaos mounts with three going through together. Home to catch *Choral Evensong* on radio, an odd moment of peace which reminds me of a dictum at recent historical conference, that Anglican cathedrals have a distinctly brighter future than new secular universities; perhaps we should have combined more godliness with our good learning. Tea, then off at 7 to talk to village history group. Get home by 10 and watch *Survival*, animal noir education, and reflect yet again on whether my unsocial hours would justify a video recorder; probably not.

Thursday

An undergraduate seminar at 9.10am in a remote corner of campus, uphill through the drizzle. This is a lively third-year group, looking at Thomas Hardy and rural England, some good seminar papers, perceptive discussion and waves of laughter, Sussex at its non-tomato-throwing best. Two hours later, we stagger back to civilization, coffee and the inevitable sticky buns without which our students can't function – mine's a Mars Bar. More editorial post assuring me that promised papers will be delivered on time – we shall see. Afternoon spent at meeting of all continuing education staff to consider economies and survival, education not animal. The boom in adult education is over. It has always been a Cinderella trade, but now someone's slicing up the pumpkin. On to the history graduate/faculty weekly seminar and an elegant paper on rural poverty by a visiting Frenchman reminds me yet again how far the English have to go in sophisticated regional history. After a lively bilingual discussion I get home by 7.15, almost disgustingly early.

Friday

Off at 7am for weekly train trip to London. Start *THES* with Laurie Taylor before switching to gloomy bits. First stop is small seminar of visiting American students. I have done this for years, both to offset the decline in academic salaries and to finance regular research in London. The latter is particularly important in view of the parsimonious funding of arts research in this country. I've been lucky with external grants but there just is not enough money in university kitties to cover everybody's needs and I know far too many people who are paying for their contractual obligation to scholarship out of their own pockets. The Americans over, on to the British Library where, for once, I get the books I've ordered. Many of the ones I've been after were destroyed in the war. The afternoon is very productive, although overshadowed by the awareness that deadlines for two papers and one book are now looming up. Meet another of my research students, now writing up, but finishing contracted book before thesis; shouldn't it be the other way round?

Weekend

For once, no formal adult education or history meetings. Play usual domestic roles as chauffeur, etc. Friends in for supper; long discussions but, as so often now, "The Topic" is left out by tacit agreement, so Sir Keith escapes at least one bout of ritual execration. Sunday brings academic demands, preparation and so on, and the now virtually inevitable evening phone call from student or colleague ("I knew you'd be at home!") Finish Diary.

John Lowerson

The author is lecturer in history in the Centre for Continuing Education at the University of Sussex.

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George Rainsford

For much of the period from the end of the Second World War to the Vietnam era any public set of goals for the nation included a major statement of the goals for higher education.

In this period of prosperity and growth coming after the depression and the war, the objectives for higher education and the nation were shared. They had to do with the liberal notions of the inevitability and desirability of growth, progress, and personal advancement where the rising tide for all would make possible a better life for each.

Education through widened access to learning was an important avenue through which individuals would be able to share more fully in that future. In turn, educated people would solve America's remaining problems. A college degree was a passport to a better life and everyone was entitled to both.

The circumstances for the nation and for education have now changed and the foreseeable future will be characterized more by economy than by prosperity, by decline in numbers rather than by growth. The mood of the nation has also changed from one of undifferentiated public openhanded optimism to an acquisitive private particularism.

Academics who entered the profession in the growth years and moved into the mainstream of American middle class life are now "greyed" and apprehensive about their careers and their institutions. They appear often to be committed not so much to the advancement of the American dream as to the protection of their own enterprises.

Students for whom economic opportunity after college was assured, who therefore during college had the emotional leisure and energy to try to right the wrongs of the world, now find that college is not the "Golden Door." Their liberal commitment to general progress has now been replaced by a conservative notion that the individual must achieve on his own what he can.

Now with declining public dollars available to finance solutions to mounting economic and social problems, the nation is asking critically what the vision of higher education is and how it can serve the nation. These are questions we must answer now if we are to do anything other than move to a purely defensive posture and simply "endure" the present, waiting for some better future.

Education needs a vision that will engage it with the sources of energy in American society and provide at the same time a leadership in the world of ideas that will restore a sense of the importance of ideas in a time that has come to be dominated by things.

It is ironic that at a time when the relationship betweenb higher education and society appears most strained, the two are most inextricably intertwined. In the most pragmatic sense, American society needs people well-educated enough to make its high technology work.

This does not mean that higher education should turn over to industry the determination of its curriculum. But it does suggest that we must give up what one colleague has referred to as "our long-fingered mandarin disdain for the world of work," and better understand our need to adequately prepare our students for that world.

All of this suggests that rather than bemoaning the real forward strides being made by our scientific and technological colleagues, our education must learn to "plug into" those energies and successes and learn from them. This may provide a new source of vitality for all of education similar to that provided by the land grant colleges, the G. I. Bill and the growth of community colleges. In the sense that political reform was ineffective in the hands only of theoreticians, we must risk getting our hands dirty in the rough and tumble of the application of knowledge.

The aspect of higher education most seen to be in trouble is the area of the humanities, arts, and the social sciences. This is both a reflection and a cause of a basic shortcoming in society that suggests that while telecommunications may have been the 20th century's greatest technological success, it is also its greatest social failure. We do not understand each other any better for our ability to communicate instantaneously and over interstellar distances.

Education must thus serve two masters. It must willingly serve technology, benefiting from the practical recognition, acceptance, and rewards that follow. It must also serve the world of ideas and values which provide less tangible but equally important rewards. It must remind the nation of its unique role in retaining the past, energizing the present, and foretelling the future.

We may live in a nation where no one starves but that is manifestly not true for the rest of the globe. And around the world there are still problems of injustice and inequality, social disintegration and racial prejudice where the most important driving force is still an idea. It is not enough to cry out that no one is interested in learning what we want to teach.

We will be successful only if we are also willing to learn the politics of support, for we will not be adequately supported if we merely stand on our rights as we conceive them.

A rise in the school leaving age

Christopher Price

The Government has just raised the school leaving age to 17. I know it doesn't put it quite like that, it describes it as a "new training initiative". But the decision is eerily reminiscent of a similar one in 1930 – also at a time when unemployment was approaching three million. In 1930 the Labour Government proposed the raising of the school leaving age to 15. The mottives of the president of the Board of Education, Sir Charles Trevelyan, were impeccably socialist and humane, but Ramsey Mac took a lot of persuading. It was only Mosley's (according to one source) eloquence on the wonderfully cosmetic effect the measure would have on the unemployment figures that finally won him round.

I suspect much the same disreputable arguments have been trundling around the Cabinet table this week, although half a century later there is even less pretension to give these youngsters any education at all in their compulsory extra year. Only *basic* education – reading and writing, filling in forms, applying for jobs – yes. They will have the chance of a little schooling in the skills and arts and deceptions of the competitive society they are about to enter; and then of course, they are to be given *training* in industrial skills – whether or not industry has a job to offer them at the end of the day. (Whence the sergeant majors are to be recruited to discipline these new national servicemen, we are not told.)

They are to be given no opportunity whatsoever to consider their own predicament. Lots of industry, but no art. Music, art and drama are dangerous concepts, and nothing to do with a wealth-producing Britain. These unfortunates are to be pressganged on to the production line before they have any chance to look for anything better and in circumstances where there is precious little production to offer them anyway – on £15 a week.

I don't suppose Norman Tebbitt reads French. But if he does, I can recommend to him and Geoffrey Holland of the MSC, the Schwartz report, a document commissioned by Mitterrand to study youth unemployment within the whole context of modern society – where they live, what they do in their spare time, how they make relationships. Most important, Professor Scwartz insists that in planning programmes of this kind, it is crucial to listen to youngsters and not dictate to them.

The Government's New Training Initiative has received the customary round of official welcomes; but until it is made very much more explicit what the training is *for*, I count myself a sulky sceptic on the whole enterprise. At best, it could re-energize a generation with a new thirst for skills and knowledge; but at worst it could produce such alienation towards the second-class product on offer, that last summer's riots could prove just a tiny foretaste of the bitter harvest to be reaped in the future from those whom society has rejected. It is a subject in which universities and polytechnics should become engaged. For just as no man is an island, no university or polytechnics is either. They have a stake in the cohesion of the communities in which they find themselves.

I suppose it is peevish to moan so much at the festive season but another pre-Christmas decision of government, this time by Sir Keith Joseph, seems peculiarly clumsy and ill-thought-out. This is the proposal to halve the "home" student fee. At first sight this does not seem the sort of thing to quibble about as most students do not pay the fee themselves and, to some extent, it is a mere book-keeping exercise.

The object of the exercise is to limit student numbers by removing the incentive to over-recruit. As The Education Select Committee pointed out last year that a low fee also removes the incentive for under-recruiting colleges to get up to target; if you get the money irrespective of student numbers, why try to pull them in? Then again, it is ironic that a measure designed to deprive British students of a university or college place, has the effect of doubling the subsidy to Germans and Frenchmen and Guadaloupians. It cannot be sensible or right that it will soon be ten times more expensive for a Greek Cypriot from Nicosia to train as a doctor in Britain than for a Greek from Athens. (Athens has a perfectly good medical school; Cyprus, partly as a result of Britain's wishes in 1960, has no university at all.)

Nor can it please overseas students that the DES, having spent the last two years telling them that arguments about *marginal* student costs were irrelevant and could not be entertained, suddenly itself starts using marginal cost arguments in defence of this latest proposal. It irks me about the proposal is that it purports to be a reply to the Public Accounts Committee (PAC) which called for cash limited student grants; it does not mention the Education Select Committee, which was a little more expert on the subject than the PAC. Understandably, I suppose, since it clean contradicts our recommendation marginally to *increase* home fee levels.

LETTERS TO THE EDITOR

A two-year solution to our undergraduate problem

Sir, – It seems certain that the number of undergraduates in British universities is to be reduced substantially. Surely thought should be given to how to do this, so as to provide access to higher education for all who are qualified but to restrict specialist training to those who truly benefit.

As an experienced lecturer it seems clear to me that the students who least benefit from university education are those who struggle though a specialist third year and end up with third-class results. Usually such students are identifiable at the end of their second year.

An attractive solution to our problem is the revival of the ordinary degree, granted on the basis of satisfactory performance after two years. Further studies should be reserved for those who need specialist knowledge for career purposes, or who are enthusiastic and able to get financial support to pursue their studies further. In science and engineering, most granting bodies restrict support for postgraduates to those who obtain a II.1 or better in their final exams. It seems appropriate that automatic l.e.a. support for third year studies should be extended only to those who achieve a minimum academic standard in their ordinary degree. If the minimum standard were a II.2, the population of undergraduates would be reduced by a substantial fraction, and the expensive resources required for third-year teaching would be concentrated on those who best benefit from it.

The pattern of a two-year ordinary degree followed by third-year study to honours level has been until very recent times characteristic of the English university system. The pattern was eroded in the years following World War Two and the passing of the Education Act. Many students nowadays would prefer to take an ordinary degree, were it not for the strong social pressure to avoid what they see as a second-rate alternative. But research degrees do not have the same fatal attraction as honours degrees. It is quite acceptable for people with first-class results at honours level to reject the research option. If all universities acted in concert to reinstate the ordinary degree, it seems likely that many undergraduates who are bright and highly-employable will choose to leave university and to reject an honours degree which is essentially a precursor to research. If the ordinary degree were called a BA (which it is now) and the honours degree were renamed, perhaps BA (academic), it would help to stimulate acceptability for the ordinary degree.

Under the proposed new arrangements, we could maintain a university place for all who qualify at A level, and we could confer the great intellectual and social advantages of university education on as large a section of the population as receive it at present.

Surely we should take advantage of our straitened economic circumstances to bring about a reform which on educational grounds seems to be highly desirable. At the very least, an inter-university committee should investigate the reinstatement of the ordinary degree as a possible reaction to the difficult situation we now face.

Yours faithfully,
L. M. BROWN
Robinson College, Cambridge.

Rough justice

Sir, – It is a commonplace that universities do many different things that by any standards would be difficult to evaluate together – professional and vocational training, pure research, the transmission of culture, the development of industrial technique, the pursuit of scholarship and so on.

It is less commonly recognized what limits exist on the justice of transforming the evaluation of these activities into the "difficult decisions" now being made.

Until recently it has been possible for everyone to hold a range of objectives like those above as all relatively worthy. Now the choices are being made among them by bastily improvised criteria in an entirely novel situtions. Justice at least requires some background of consensus, and this has never existed in the detail now required.

If the new criteria were consistent, evenly applied and reflected at least some priorities of value, they might be defensible, although they would still be unfair. Academic units, whether universities, disciplines or departments, are finding themselves evaluated for past performance on criteria to which they were never asked to respond. Who, apart from the UGC, would set exams for students in new subjects at a day's notice? Retrospective justice is rough indeed.

Unfortunately, we know that even this minimal demand is not met. It is a sound intuition that criteria of justice be agreed before one knows how one will be placed by them. At the moment, every kind of unit is arguing general principles on which it happens to know it will be favourably placed. Classics argues culture; science, research; engineering, industrial application; social administration, value to the community. Large units argue economies of scale and the advantages of specialization. Small units argue flexibility and intimacy.

We don't know quite how or why the UGC reached the decisions it has. We do know that all pleading has been special pleading.

We should therefore recognize the process of "rationalization" for what it is. It is not a contest of criteria; it is a contest of interests. It is not an academic process. It is a political one from top to bottom. It is not rationalization; it is not even irrationalization. It is arationalization.

But then we are left with the problem of a response which does not sacrifice all principle in a scramble for position. Evidently abstract calls for unity are not enough. We have to ask "unity with whom for what purpose?" There is only one general orientation which I feel holds out any prospect of success. We should exploit the hierarchical character of the decision-making process to isolate those at successively higher levels within it. This means arguing as an interested member of a unit as strongly as possible with those at the level above, while explicitly refusing comparison with units placed at the same level. Argue for your own job, against the head of department, but not against colleagues – or technicians – or secretaries. Argue with your head of department against the board, but not against other departments. Support your board against the vice-chancellor, but don't judge other boards. Support your vice-chancellor against the UGC, but don't judge other institutions. Support your discipline against the UGC but don't denigrate other disciplines. Support the UGC against the Government if it ever starts fighting for universities. Argue for universities against the Government, but not against schools, hospitals or steelworks. The unions support anyone acting in this way on behalf of a lower unit, and oppose anyone acting on behalf of a higher. If those at higher levels take decisions against other units at your level, make clear that the decisions are taken in isolation and solely on the responsibility of those above. Refuse consensus. Don't interpret decisions favourable to your unit as "a vote of confidence in what we (I) do."

Such a policy tends to make the implementation of cuts "sticky downwards". It tends to reflect the campaign upwards towards where it belongs – the Government. And there it rests on a clear political judgment. Universities, like so many other institutions are being sacrificed to no good purpose, and to no benefit of any other sector of a beleaguered society.

The UGC is a servile beast. It has turned from watchdog to hunting hound at the behest of its master. We are the fox. Get foxy.

Yours faithfully,
ALAN CARLING,
Otonabee College, Trent University,
Peterborough, Ontario, Canada.

Bradford fear

Sir, – I am writing on behalf of many local teachers to whom I have spoken and who are realizing, almost at the penultimate hour, the likelihood that both Bradford University schools of education may be in danger of closing because of the latest cuts. There are two main grounds on which local teachers object to the proposed closure:

1. Such a step would lessen the opportunities for local teachers to take first degrees and higher degrees on a part-time basis. The proposed lack of part-time higher degree facilities being quite unpardonable in view of the fact that the teaching profession is rapidly moving towards an all graduate (1st degree) profession.

2. The staff of the two schools of education is young and well qualified. The bias of the postgraduate school is towards research and this is indicated by the numerous papers produced in learned journals by individual members of staff. Publications by the same individuals are to be found on many university library shelves.

Yours sincerely,
O. POLLARD,
Headmaster,
St. Andrew's C of E Primary School,
Keighley, Bradford.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

Fees and costs

Sir, – The Department of Education and Science explanation for the cut in tuition fees, which you quoted on December 11, read in part: "A high level allows institutions . . . to offset financial constraints . . . by recruiting more students."

This not only confirms yet again that the DES does not even know the approximate marginal cost of increasing student numbers, but also that it might be trying to ...ake it by trial and error, adjusting fees until an equilibrium appears. If so, they are doomed to failure, because:

a. Other things are not equal – though extra students can be taken without increased resources, the quality of teaching and/or the opportunity for research must suffer;

b. Institutional managers know the DES is hypnotized by the concept of unit costs, so tries to make these seem low, hoping to benefit by the next wild swing of policy;

c. At the departmental level, extra recruitment is altruistic rather than cynical – teachers are prepared to work harder for the sake of the students despite financial constraints.

Yours faithfully,
JOHN HAWGOOD,
Durham University Academic Information Service, Leazes Place, Durham.

Social sciences

Sir, – The article by Charlotte Barry and Olga Wojtas (*THES*, December 11) contained a statement which might be misleading and alarming for undergraduates hoping to apply for training as primary teachers when they have obtained a social science degree.

Neither the Department of Education and Science nor Sir Keith Joseph has ruled that social science degrees are irrelevant. They have both called attention to the need to look to the relevance and quality of entrance qualifications.

This association is equally concerned with the quality and relevance of teachers, qualifications but in the light of the many recent demands for an increase and an improvement in the social education element of education and training at all levels believes it unlikely that social science subjects could ever be irrelevant to teacher training.

Whatever our views on this matter, I wish to make it quite clear that no ruling as described in the article has been made. The student described was simply encountering the regulations of one particular college and these should not be taken as typical. We hope that good graduates in social science subjects will not be deterred from applying for the limited number of teacher-training places that will be available this year.

Yours sincerely,
ROBERT MOORE,
Chairman,
British Sociological Association,
10 Portugal Street, London WC2.

Muslim state

Sir, – Professor Gellner's article *Setting the zeal on the Muslim Stan* (*THES*, November 20) is the best justification I have yet seen for university cuts.

In two full pages allegedly devoted to the Muslim state there is no reference to any particular Muslim state except the Ottoman Turks, and that is to say they are a special case "that eludes the present analysis." So, I fancy, would most Muslim states if he cared to look at them closely and at first hand instead of through the eyes of Ibn Khaldun, the only Muslim scholar to whom any reference is made and whose fourteenth-century ideas – strongly influenced by the condition of the Maghreb as he wrote and unencumbered by data on anything that has happened in the Muslim world since – clearly provide Professor Gellner with his text.

If one wants an excuse for preaching flat-earth socialism then I suppose any text will do and at the moment socialism needs all the allies it can recruit. Besides, to really answer Professor Gellner point by point at the level of abstraction he favours would require a descent to equally vacuous generalization.

Lest any of your readers might be inclined to take the article seriously however, it might be worth mentioning that our knowledge of great areas of early Islamic history is at best too patchy for generalization and the ostensible unity Professor Gellner refers to as "the traditional social order which crystallized in this region under the aegis of Islam . . . was in fact a mosaic of local states tribes and cultural traditions dominated by the city both before and after Islam. The Prophet and his immediate followers were all city dwellers and the first Islamic state was the city of Medina under the Prophet's rule. Furthermore, it became so many years before the Koran was committed to writing so it is nonsense to suggest that Islam "can best be understood as a consequence" of pastoralism and writing.

If one fails to see the difference one will, of course, see great similarity between Muhammad, Marx and Mao. After all, their names all begin with M, don't they?

Yours faithfully,
DOUGLAS PICKETT,
64 London Road, Dunton Green,
Sevenoaks, Kent.

Junior Chamber

Sir, – It was very surprising to read in your columns (*THES*, November 6) that the British Junior Chamber, an association of young people that prides itself on its aim of "creating a more rewarding and fulfilling life" should be supporting so indiscriminately in its letter to Sir Keith Joseph the policy of cuts as applied to universities and polytechnics.

The report smacks of a strong party-political allegiance in an association that proclaims it has no such allegiance and of a sense of values founded more on the basis of how much something costs the community rather than how well it serves that community.

Yours faithfully,
IAN TRICKETT,
1, Ivy Bank Park, Bath.

Union View

History of university constraint

Among politicians and the press the line is often peddled that over the past few years universities have enjoyed a period of relative prosperity and should not grumble at now having to be the subject of cut-backs.

The reality is that for eight or nine years university finances, apart from the general squeeze that has taken place, have been the subject of so many pressures and changes that it is almost a miracle that they have been able to adjust to the switches and changes in Government policy in such a way as to be able to survive.

First, we had the ending of the quinquennial system which meant that with the three or four-year time scale universities could only plan from year to year. Then came the introduction of the cash limit system and the ending of automatic pay supplementation. With pay representing some 70 per cent of the universities' budget, this meant that universities were unable with any certainty, to look ahead for more than a few months. On top of this the whole basis of university financing was changed when it was decided that a larger proportion of university income should come from student fees and less from the recurrent grant.

Whereas five years ago seven per cent of university income came from students' fees, now more than 25 per cent comes from this source, leading to greater volatility, as student demand for different subjects and different universities changes. (It is ironic that the Government has just proposed to the University Grants Committee and the local authorities that the contribution from student fees should now be pulled back to 12 per cent in order, it is said, to discourage universities from overshooting their home student targets.

On top of this came the introduction of the Government's overseas student fee policy which meant an indirect cut of considerable proportions in university income. The Government is taking out from the system something like £140 million and the money coming back from higher overseas student fees will be an abysmal proportion of this money, since the higher fees have meant that overseas students in their thousands have kept away.

Then a further switch has occurred with the Government now throwing responsibility for financing student unions on to the recurrent grant which, apart from the conflict that this may arouse, will be an extra financial burden when once-for-all earmarking of grants for this purpose has ended.

Research, too, has felt the impact of financial change. The dual funding system has become completely unbalanced since, whereas the research council's budget has not received savage cuts, the university budget has and this has thrown the whole matter of the way research is funded into the melting pot.

Whether it is deliberate or not there is no doubt that the whole of the university financial system has been subject to a destabilizing process from which it is going to take a great deal to recover. One almost wishes for the appointment of a royal commission on the universities so that, while it is sitting, all changes can be put off. It would be a welcome relief to have a period of inactivity so that those responsible for the finances of individual institutions can catch their breath, and so that all those who are affected by the swift changes in policy will have the opportunity of recovering some stability and some ability to plan even for the the short-term future.

Laurie Sapper

The author is General Secretary of the Association of University Teachers.

AUT

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TIMES PAST

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Knowledge and morality

The moral dimension of the modern university, and the separate but closely related issue of the ethical responsibilities of intellectuals, are questions that always provoke unease and invite evasion. Even to raise the first question in our secular, technologically driven, even amoral age is to lay oneself open to discreet ridicule. It seems too close to the archaic religiosity of the "values" brigade with their sentimental nostalgia for the narrow paternalism of a college life that is beyond recall.

Yet to discuss the second question with too much passion is to run the risk of being charged with bringing politics into the university. After all immoderate emphasis on the ethical responsibilities of intellectuals suggests to some a belief that academic truth should be constrained within some restrictive ethical framework, which at a time of considerable ethical ambiguity like the present is likely to be defined in terms of political prejudices. So most people in higher education try to avoid both issues by denying effectively if not intellectually that higher education has any special ethical responsibilities.

Yet it can be argued that higher education today faces more intense moral dilemmas than ever before. The decline in political influence, social cohesion, and self-confidence of the traditional British caste of public men (and very occasionally women) with their high-minded almost Victorian concern for education and ideas, and the obsolescence of the independent intellectual entrepreneur have reinforced the near-monopoly enjoyed by the universities as the source of intellectual enlightenment. Those who live the life of the mind are more firmly located within the higher education system than they were half a century ago.

During the same period the world has become a harsher place. War, revolution, hunger have become commonplaces of the global experience. The political ease that is perhaps a precondition of intellectual freedom has disappeared entirely in many countries, and even in Britain has been significantly diminished. Universities have often found themselves either weakly defended pockets of liberal values within societies where such values have little intellectual or social substance, or conscripted to provide the ideological and technological underpinnings of a new and more intense authoritarianism.

Nor are these processes an external phenomenon to be complacently observed by the British and inhabitants of the other liberal democracies. The same forces are at malignant work in all societies, although with different intensities. Who could say with confidence that British higher education too did not place a lower value on liberal intellectual values than a generation ago, or that the pressure on the system to service economic and societal needs, not always needs that would attract natural liberal support, has not grown. Knowledge has become a more loyal servant of power almost everywhere. The "knowledge" society often has an unhappy tendency to become an authoritarian society.

Finally, of course, the social consequences of many of the additions to knowledge made in higher education and quasi-academic environments are often terrifying. In the most public and most awful example, that of nuclear weapons, the dilemma is of such immense moral dimensions that it may be beyond resolution in anything but the most simple and even naive terms of common humanity. Yet there are many other instances less awful perhaps but still of fundamental social importance – nuclear energy, vivisection, new technologies that destroy jobs, "high technology" medicine, pollution and so on.

Of course, it is possible to take a strictly limited view of higher education's responsibilities. It is possible to argue that academics, and intellectuals of any description, have no special responsibility beyond that of the ordinary citizen for the responsible use of new knowledge. As for morality philosophers perhaps may help to define ethical choices more logically and to elucidate more rigorously the framework for the expression of such choices, but they should confine themselves to this essentially technical role and not act as their own ideologists. In fact such an argument rests on spurious egalitarianism for access to knowledge, the production of knowledge, and most important of all, the use of knowledge are all restricted to a small ruling minority. This minority can hardly wash its hands of its solemn responsibilities by a dishonest appeal to philistine populism.

An intermediate argument might be that intellectuals must serve the truth above all things, that in some austere Popperian sense this is their highest moral obligation. This is a necessary but not a sufficient definition of the ethical responsibilities of the educated. Clearly no academic, or any serious person, should be prepared to accept lies and ignorance. But to move from the negative to the positive is a difficult leap. Truth is always problematical and by definition it is never complete. This argument too can come close to moral evasion. For to suggest that knowledge itself is never evil but only the use to which man puts it is to make a distinction that is intellectually and practically without significance.

In any case this second argument rests on the assumption that knowledge advances on all fronts equally, limited only by the intelligence and commitment of the relevant scholars or scientists. This is not in fact so. Some lines of inquiry are supported by massive resources, while others if not prohibited are discouraged. The academic system is part of the social system which has its own priorities for the pursuit of knowledge. The really important moral questions concern the setting and managing of these priorities.

So ultimately the scholar or scientist cannot ignore the ethical implications of his scholarship or his research. The unhappiness of the world and the radicalism of new knowledge both forbid such narrowness. But this does not mean that they should try to substitute their authority for that of society. Experts do not always know best, although in some areas of science and technology only the expert will be able to appreciate fully the radical consequences of new discoveries. What it does mean is that scholars and scientists should accept the legitimacy of moral and even ethico-political questions and be engaged with others in searching for answers. To try to evade such questions altogether by appealing to an agnostic and amoral ideology of knowledge is to diminish both the social importance and the intellectual vitality of the modern university.

Two cheers for the SSRC

There are persistent rumours that Sir Keith Joseph would like to "do something" about the Social Science Research Council. What that "something" might be is not yet clear, except that it is unlikely to be anything nice. It would be possible for instance for the Department of Education and Science itself to administer the postgraduate studentships at present awarded by the SSRC, although a little bizarre at a time when the DES is trying to slough off the identical responsibility it has for studentships in the humanities. As for the research money this could in theory be redistributed to other Government departments, local government, and the other agencies with an interest in sponsoring social science research.

The origin of the latest flurry of rumours appears to be the personal concern of Sir Keith Joseph about the SSRC. He seems to feel, encouraged no doubt by disappointed right-wing applicants for council grants, that the SSRC has been less than even-handed, that the SSRC is in fact a 'nest of Fabian statists' and the comparative lack of support for research which is interventionist as opposed to Keynesian in its premises has troubled him greatly.

Of course, there is some, a little, justice in Sir Keith's point of view. British social scientists tend to be a leftish bunch. Certainly they have not shown the same enthusiasm for and interest in "market" strategies as their colleagues in the United States. It is perhaps true that some areas of the SSRC's work have a slight tendency to be dominated by cliquish networks. But the main reason for the lack of consensus about which research should be supported in the social sciences is that within most of the social sciences there are not the same semi-objective criteria to assess relative merit that prevail for example in the natural sciences. The SSRC, like the Labour Party (sorry, Sir Keith), must act as a broad church. Its policy must be to encourage and sustain pluralism in research. If the council is judged by these realistic standards it has done reasonably well.

The real crisis in the SSRC's present predicament is that while within the council the changes (and much criticized) committee structure is seen as a move in Sir Keith's direction Sir Keith himself is said to regard it with great suspicion as a further concession to the "left". The poor SSRC it seems cannot win. If it adopts a severely academic approach towards research funding based on traditional subject divisions and theoretical preoccupations it is accused of irrelevance. Examples of the research it sponsors are held up to ridicule. But if it tries to base its research policy on a more practical . . . and policy-orientated approach it runs the risk of being accused of meddling in politics.

Sir Keith has a reputation as a man of high ideology – which is bad news for the SSRC. But he also has a reputation as a man who is prepared to be argued out of his prejudices – which is good news for the council. He should listen very carefully to the arguments in favour of maintaining the SSRC roughly as it is. Indeed he should do more, and try to reduce the constant political pressure on the SSRC. Then it might make fewer mistakes, like the new-fangled committee structure in its sometimes panicky attempts to bend to the prevailing political wind.

Laurie Taylor

Thanks, dad. You shouldn't have bothered.

What d'you mean, "bothered"? Nothing to do with me. Came down the chimney. Didn't you hear the reindeer?

Oh come off it. You know. Spent so much. I mean I could have managed with a portable.

Never mind that. How's the course?

Oh, very good.

Is that all?

Well, you know. It's fine.

That's my boy. Still the same as ever.

Yes. I suppose so.

Remember when you used to come home from school – whatever you were doing, 11 plus, O levels, A levels – and I'd ask, "How you getting on?" and you'd always say exactly the same thing: "Very good", or "Fine". Don't you remember how we used to laugh about it?

Oh yes.

You know how much it pleases me, don't you?

What's that?

You. Following in my footsteps.

Oh, that.

I expect you'll be actually touching on some of my own work eventually. When you begin to move on to more theoretical aspects.

Well, we've . . . erm . . . had a look at your book on contemporary American fiction already.

Already?

Oh, yes.

Well, your tutors certainly aren't wasting any time. That's not an easy text, though I say it myself.

No, quite.

What . . . erm . . . what did you think of it?

Oh, I haven't actually read it yet. But I'll have to this vac. We've got an essay question on it.

Really! What's the question?

What?

The question.

Oh. Well it's . . . erm . . . sort of . . . erm . . . worded so as to . . . erm . . . stimulate us to respond.

Go ahead, son. I'm used to the odd critical remark you know. Can't be in this business for long without developing a hide like a rhinoceros.

Well it asks us, with reference to your text, to discuss the proposition that: "The dreadful sense of tedium which quickly overwhelms any reader of this volume seems the best possible refutation of its own central thesis, namely, that the written word remains the only genuinely creative medium."

Hmm.

Dad? You're not upset?

Me? Upset. No. No.

What then?

It's just that the Father Christmas in me has this dreadful sense of ingratitude.